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Annual Report

OF THE

SCHOOL COMMITTEE

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1903

City of Cambridge

MASSACHUSETTS



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City of Cambridge
Massachusetts

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

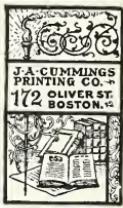
PREPARED BY THE

SUPERINTENDENT OF SCHOOLS

1903



PRINTED FOR THE DEPARTMENT



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REPORT OF THE SCHOOL COMMITTEE FOR 1903

In compliance with Section 44 of the Rules of the School Board, the Superintendent herewith submits his twenty-ninth annual report, it being for the year ending December 31, 1903:—

POPULATION OF CAMBRIDGE.

1875	47,838	1895	81,643
1885	59,658	1900	91,886
1903 (estimated)		96,685	

SCHOOL CENSUS.

Number of children in the city five years old or more, but less than fifteen.

1885 (taken in May)	10,957	1895 (taken in May)	12,869
1890 (taken in May)	11,971	1903 (taken in September)	15,512

SCHOOLS AND CLASS ROOMS.

Latin School	1	Class rooms in use	14
English High School	1	" "	11
Manual Training School	1	" "	8
Grammar Schools	7	" "	94
Primary Schools	19	" "	93
Grammar and Primary Schools	9	" "	102
Kindergartens	15	" "	14
Evening Drawing Schools	2	" "	5
Evening High School	1	" "	10
Evening Elementary Schools	4	" "	26
Whole number of Day Schools			53
Number of class rooms for Day Schools			336

NUMBER OF TEACHERS IN THE DAY SCHOOLS.

[Special teachers are included in the total.]

December	Latin School	English High School	Manual Training School	Grammar Schools	Primary Schools	Kindergartens	Total
1899	19	23	14	170	138	24	396
1900	22	24	14	173	142	26	409
1901	22	24	14	177	143	25	413
1902	24	24	15	179	140	25	417
1903	23	24	16	183	142	29	428

REPORT OF SCHOOL COMMITTEE.

ATTENDANCE AT ALL THE DAY SCHOOLS.

Year	Number of Pupils Registered	Average Number Belonging	Average Daily Attendance	Per cent of Attendance
1899	15,753	13,255	12,285	92.6
1900	16,203	13,816	12,684	91.8
1901	16,065	14,144	13,021	92.1
1902	16,341	14,244	13,215	92.8
1903	16,394	14,397	13,250	92.0

ATTENDANCE AT THE LATIN SCHOOL.

Year	Number of Pupils Registered	Average Number Belonging	Average Daily Attendance	Per cent of Attendance
1899	398	371	351	94.8
1900	430	404	385	95.2
1901	490	468	449	96.1
1902	488	465	441	95.1
1903	501	474	451	94.9

ATTENDANCE AT THE ENGLISH HIGH SCHOOL.

Year	Number of Pupils Registered	Average Number Belonging	Average Daily Attendance	Per cent of Attendance
1899	794	688	666	96.7
1900	572	514	491	95.6
1901	613	517	490	94.8
1902	577	498	464	93.1
1903	583	493	470	95.3

ATTENDANCE AT THE MANUAL TRAINING SCHOOL.

Year	Number of Pupils Registered	Average Number Belonging	Average Daily Attendance	Per cent of Attendance
1900	212	192	183	95.5
1901	217	191	184	96.2
1902	254	242	229	94.4
1903	300	262	251	95.9

ATTENDANCE AT THE GRAMMAR SCHOOLS.

Year	Number of Pupils Registered	Average Number Belonging	Average Daily Attendance	Per cent of Attendance
1899	7,008	6,107	5,738	93.9
1900	7,192	6,295	5,891	93.6
1901	7,044	6,483	6,079	93.8
1902	7,359	6,711	6,316	94.1
1903	7,279	6,725	6,306	93.8

ATTENDANCE AT THE PRIMARY SCHOOLS.

Year	Number of Pupils Registered	Average Number Belonging	Average Daily Attendance	Per cent of Attendance
1899	6,750	5,514	5,071	91.9
1900	6,888	5,788	5,267	91.0
1901	6,815	5,840	5,310	90.9
1902	6,687	5,708	5,249	92.0
1903	6,711	5,755	5,227	90.8

ATTENDANCE AT THE KINDERGARTENS.

Year	Number of Pupils Registered	Average Number Belonging	Average Daily Attendance	Per cent of Attendance
1899	803	575	459	79.9
1900	909	623	467	74.9
1901	886	645	509	78.9
1902	976	620	516	83.2
1903	1,020	688	545	79.2

NUMBER OF PUPILS ADMITTED TO THE LOWEST GRADE OF THE LATIN SCHOOL.
Course, 5 years.

Year	Boys	Average Age	Girls	Average Age
1899	58	14 years 5 months	51	14 years 4 months
1900	84	14 years 5 months	70	14 years 5 months
1901	57	14 years 6 months	58	14 years 2 months
1902	60	14 years 5 months	88	14 years 4 months
1903	65	14 years 4 months	80	14 years 5 months

NUMBER OF PUPILS GRADUATED FROM THE LATIN SCHOOL.
Course, 5 years.

Year	Boys	Average Age	Girls	Average Age
1899	16	18 years 3 months	27	18 years 5 months
1900	20	18 years 11 months	19	18 years 11 months
1901	22	18 years 7 months	34	19 years 0 months
1902	23	19 years 1 month	39	18 years 9 months
1903	18	18 years 4 months	31	18 years 10 months

NUMBER OF PUPILS ADMITTED TO THE LOWEST GRADE OF THE ENGLISH HIGH SCHOOL.

Year	Boys	Average Age	Girls	Average Age
1899	61	15 years 0 months	152	15 years 0 months
1900	56	15 years 5 months	170	15 years 1 month
1901	46	14 years 11 months	145	15 years 0 months
1902	41	14 years 8 months	155	15 years 1 month
1903	58	14 years 8 months	192	15 years 0 months

NUMBER OF PUPILS GRADUATED FROM THE ENGLISH HIGH SCHOOL.

Year	Boys	Average Age	Girls	Average Age
1899	14	18 years 4 months	45	18 years 6 months
1900	23	18 years 2 months	45	18 years 8 months
1901	13	18 years 3 months	47	18 years 9 months
1902	25	18 years 7 months	61	18 years 9 months
1903	15	18 years 8 months	58	18 years 7 months

NUMBER OF PUPILS ADMITTED TO THE LOWEST GRADE OF THE MANUAL TRAINING SCHOOL, WITH THE NUMBER OF GRADUATES.

Year	Admitted	Average Age	Graduated	Average Age
1899	92	15 years 3 months	13	18 years 6 months
1900	74	15 years 0 months	16	19 years 0 months
1901	110	15 years 2 months	21	18 years 3 months
1902	127	15 years 2 months	23	19 years 2 months
1903	144	15 years 2 months	38	18 years 7 months

NUMBER OF PUPILS GRADUATED FROM THE GRAMMAR AND PRIMARY SCHOOLS.

Year	Grammar Schools. Course, 6 yrs.	Average Age	Primary Schools. Course, 3 yrs.	Average Age
1899	553	15 years 0 months	1,393	9 years 8 months
1900	582	14 years 11 months	1,423	9 years 7 months
1901	565	14 years 11 months	1,467	9 years 7 months
1902	643	14 years 11 months	1,460	9 years 6 months
1903	648	14 years 9 months	1,428	9 years 5 months

LENGTH OF TIME IN COMPLETING THE COURSE OF STUDY IN THE GRAMMAR SCHOOLS.

Year	In 4 years	In 5 years	In 6 years	In 7 years or more
1899	6 per cent	31 per cent	47 per cent	16 per cent
1900	6 per cent	28 per cent	50 per cent	16 per cent
1901	6 per cent	28 per cent	50 per cent	16 per cent
1902	7 per cent	27 per cent	51 per cent	15 per cent
1903	6 per cent	26 per cent	53 per cent	15 per cent

LENGTH OF TIME IN COMPLETING THE COURSE OF STUDY IN THE PRIMARY SCHOOLS.

Year	In 2 years	In 2½ years	In 3 years	In 3½ years	In 4 years	In 4½ years or more
1899	3 per cent	4 per cent	58 per cent	7 per cent	20 per cent	8 per cent
1900	2 per cent	2 per cent	59 per cent	6 per cent	22 per cent	9 per cent
1901	3 per cent	1 per cent	61 per cent	5 per cent	20 per cent	10 per cent
1902	3 per cent	2 per cent	62 per cent	4 per cent	20 per cent	9 per cent
1903	3 per cent	2 per cent	60 per cent	5 per cent	22 per cent	8 per cent

NUMBER OF PUPILS IN THE LATIN SCHOOL, DECEMBER, 1903.

Grade	Boys	Girls	Total	Per cent
Fourteenth.....	23	31	54	.107
Thirteenth.....	48	37	85	.168
Twelfth.....	45	43	88	.174
Eleventh.....	48	88	136	.268
Tenth.....	64	79	143	.283
Total.....	228	278	506	

NUMBER OF PUPILS IN THE ENGLISH HIGH SCHOOL, DECEMBER, 1903.

Grade	Boys	Girls	Total	Per cent
Thirteenth.....	18	78	96	.166
Twelfth.....	19	74	93	.161
Eleventh.....	33	90	123	.212
Tenth.....	48	201	249	.430
Specials.....	4	14	18	.031
Total.....	122	457	579	

NUMBER OF PUPILS IN THE MANUAL TRAINING SCHOOL, DECEMBER, 1903.

Grade	Boys		Per cent
Thirteenth.....	43	This school is for boys only. It became a part of the public school system, January 1, 1899.	.134
Twelfth.....	52		.162
Eleventh.....	98		.305
Tenth.....	128		.399
Total.....	321		

NUMBER OF PUPILS IN THE GRAMMAR SCHOOLS, DECEMBER, 1903.

Grade	Boys	Girls	Total	Per cent
Ninth.....	282	359	641	.092
D.....	60	62	122	.018
Eighth.....	351	445	796	.115
C.....	85	93	178	.026
Seventh.....	447	555	1,002	.145
Sixth.....	568	561	1,129	.160
B.....	112	138	250	.036
Fifth.....	620	610	1,230	.180
A.....	156	177	333	.048
Fourth.....	644	603	1,247	.180
Total.....	3,325	3,603	6,928	

NUMBER OF PUPILS IN THE PRIMARY SCHOOLS, DECEMBER, 1903.

Grade	Boys	Girls	Total	Per cent
Third.....	859	849	1,708	.293
Second.....	987	823	1,810	.310
First.....	1,272	1,047	2,319	.397
Total.....	3,118	2,719	5,837	

NUMBER OF PUPILS AND TEACHERS IN THE KINDERGARTENS.

Year	Boys	Girls	Total	Number of Teachers
1901	355	351	706	25
1902	358	364	722	25
1903	383	381	764	29

NUMBER OF PUPILS BELONGING TO THE EVENING DRAWING SCHOOLS, WITH THE AVERAGE ATTENDANCE.

1898	1899	1900	1901	1902	1903
182 99	194 99	184 99	193 97	220 114	187 98

NUMBER OF PUPILS BELONGING TO THE EVENING SCHOOLS, WITH THE AVERAGE ATTENDANCE.

1898	1899	1900	1901	1902	1903
1,165 494	1,158 452	1,248 420	1,286 464	1,367 510	1,664 625

NUMBER OF PUPILS IN THE PRIVATE SCHOOLS IN CAMBRIDGE, INCLUDING THOSE IN THE PAROCHIAL SCHOOLS.

1898	1899	1900	1901	1902	1903
2,637	2,713	3,004	3,489	3,451	3,711

NUMBER OF AGE AND SCHOOLING CERTIFICATES ISSUED.

1898	1899	1900	1901	1902	1903
291	324	380	387	507 *354	565 *655

* Issued to minors over sixteen years of age, in accordance with the law of 1902.

COST OF INSTRUCTION FROM 1840 TO 1874.

[In obtaining the cost per pupil for these years the number of pupils belonging to the schools in December has been used, as the average number cannot be obtained.]

Year	Number of Teachers	Number of Pupils	Whole Cost	Cost per Pupil
1840	20	1,388	\$6,747 00	\$4 86
1841	22	1,635	7,309 67	4 47
1842	23	1,871	8,374 32	4 47
1843	28	1,918	9,003 00	4 69
1844	31	2,000	9,609 75	4 80
1845	37	2,151	11,558 37	5 37
1846	38	2,227	12,940 00	5 81
1847	39	2,228	14,025 00	6 29
1848	43	2,408	16,996 42	7 05
1849	46	2,561	18,900 00	7 37
1850	49	2,597	20,025 00	7 71
1851	54	2,738	21,925 00	8 00
1852	58	2,929	23,125 00	7 89
1853	61	2,966	24,225 00	8 16
1854	62	3,047	27,216 55	8 93
1855	64	3,196	28,325 50	8 86
1856	70	3,289	29,425 00	8 94
1857	72	3,366	32,885 00	9 76
1858	78	3,744	34,075 00	9 10
1859	84	4,145	36,300 00	8 75
1860	88	4,417	37,550 00	8 50
1861	92	4,589	39,300 00	8 56
1862	93	4,851	39,650 00	8 17
1863	99	5,077	42,425 00	8 37
1864	105	5,277	56,675 00	10 74
1865	108	5,335	71,350 00	13 37
1866	115	5,578	75,975 00	13 62
1867	125	5,864	82,900 00	14 13
1868	134	6,167	91,400 00	14 82
1869	137	6,187	95,650 00	15 45
1870	145	6,483	105,250 00	16 23
1871	156	6,840	125,650 00	18 36
1872	165	7,133	137,900 00	19 33
1873	172	7,379	143,000 00	19 46
1874	184	7,816	157,550 00	21 35

COST OF INSTRUCTION IN THE DAY SCHOOLS.

[Salaries of teachers, superintendent, supervisor, agent, clerks, and truant officers.]

Year	Number of Teachers in December	Average Number of Pupils	Whole Cost	Cost per Pupil
1876	176	7,066	\$164,818 00	\$23 32
1878	173	7,028	136,491 20	19 42
1880	182	7,175	130,371 75	18 17
1882	200	7,898	137,328 55	17 38
1884	216	8,414	152,290 62	18 09
1886	233	9,218	165,277 42	17 92
1888	241	9,756	175,773 80	18 02
1890	263	10,089	190,558 21	18 89
1892	284	10,861	207,144 22	19 07
1894	312	11,166	228,873 48	20 50
1896	337	11,957	245,104 01	20 50
1898	364	12,907	268,182 97	20 78
1900	409	13,816	326,512 34	23 63
1902	417	14,244	343,787 00	24 14
1903	428	14,397	349,179 80	24 25

COST OF THE DAY SCHOOLS.

[This includes the cost of instruction, of text-books and supplies, of incidental expenses, of the care of truants, of the care and *repair of schoolhouses, and of the transportation of pupils.]

Year	Number of Teachers in December	Average Number of Pupils	Whole Cost	Cost per Pupil
1876	176	7,066	\$200,894 09	\$28 43
1878	173	7,028	162,437 77	23 11
1880	182	7,175	153,967 56	21 45
1882	200	7,898	166,230 52	21 04
1884	216	8,414	203,234 56	24 15
1886	233	9,218	207,536 46	22 51
1888	241	9,756	225,408 57	23 10
1890	263	10,089	241,980 84	23 98
1892	284	10,861	266,651 02	24 55
1894	312	11,166	287,137 37	25 72
1896	337	11,957	316,090 83	26 44
1898	364	12,907	345,566 30	26 77
1900	409	13,816	417,554 00	30 22
1902	417	14,244	427,356 71	30 00
1903	428	14,397	429,554 39	29 84

COST OF INSTRUCTION IN THE EVENING SCHOOLS.

Year	Elementary	High	Drawing	Total
1900	\$3,375 00	\$1,874 00	\$1,430 00	\$6,679 00
1901	2,777 50	1,551 75	1,205 00	5,534 25
1902	3,218 50	1,682 75	1,298 00	6,199 25
1903	5,000 50	1,683 00	1,428 00	8,111 50

* In accordance with the statutory definition of the support of public schools, the repair of schoolhouses is not included in the cost of the schools this year and will not be in the future.

FINANCES.

(For the financial year ending December 1, 1903.)

Cost of instruction in day schools	\$349,179 80
Cost of instruction in evening schools	8,111 50
Cost of care of buildings, day schools	61,074 34
Cost of care of buildings, evening schools	1,701 73
Cost of text-books and supplies, day schools	15,501 82
Cost of text-books and supplies, evening schools	383 04
Expended for care of truants	1,786 22
Expended for flags	99 28
Expended for incidentals	1,603 93
Expended for transportation of pupils	309 00
Expended on Washington schoolhouse	19,137 41
Expended on Kelley schoolhouse	59,980 67
Expended on Fletcher schoolhouse	31,025 35
Expended for furniture	3,817 81
Expended for permanent improvements, \$6,654.36, and ordinary repairs, \$9,171 91	15,826 47
	<hr/>
	\$569,538 37

Deducting from the above the amount received from the Hopkins Fund, \$669 10, the tuition of State Wards, \$1,025.50, the tuition of non-resident pupils, \$6,809.25, the amount received from sales of and damages to books, \$517 44, and the amount received from sales of schoolhouses and materials, \$20,182.50 29,203 79

The actual cost of the schools to the city is \$540,334 58
 Assessed value of real and personal estates, May, 1903 \$104,771,910 00
 Ratio of expenditure for school purposes to the valuation of 19030053

SUMMARY OF THE SCHOOL CENSUS FOR SEPTEMBER, 1903.

Number of children in the city between five and fifteen, boys, 7,725; girls, 7,787	15,512
Number in public schools between five and fifteen	12,069
Number in private schools between five and fifteen	2,899
Number not attending school between five and seven	227
Number not attending school between seven and fourteen	96
Number not attending school between fourteen and fifteen	221
Whole number not attending school between five and fifteen	544
Number in the city between five and six	1,725
Number in the city between seven and fourteen, boys, 5,259; girls, 5,391	10,650

TABULAR VIEW.

DECEMBER 31, 1903

Prepared by the Secretary of the School Committee.

Names of Schools	Teachers	Salaries	No. of Pupils Dec. 31, 1903
Latin.....	William F. Bradbury..... Theodore P. Adams..... John I. Phinney..... Max Benshimol..... Helen M. Albee..... Constance Alexander..... Mary A. Bachelder..... Alice C. Baldwin..... Almira W. Bates..... Margaret S. Bradbury..... Isabel S. Burton..... Alice D. Chamberlain..... Grace C. Davenport..... Etta L. Davis..... Caroline Drew..... Mary C. Hardy..... Rose Hardwick..... Mabel E. Harris..... Helen W. Munroe..... Louisa P. Parker..... Lena G. Perrigo..... Ethel V. Sampson..... Jennie S. Spring..... *Annie S. Dodge.....	\$3,000 2,000 2,000 1,700 950 950 950 950 700 700 950 750 600 800 950 950 950 950 800 950 600	506
English High.....	Ray Greene Huling..... Edwin L. Sargent..... Francis L. Bain..... Joseph A. Coolidge..... Russell T. Greene, Jr..... Grace L. Deering..... Caroline Close..... Bertha L. Cogswell..... Gertrude H. Crook..... Mary L. Cunningham..... Esther S. Dodge..... Agnes B. Goerwitz..... Ka'herine H. James..... Jeannie B. Kenrick..... Maud A. Lawson..... Henrietta E. McIntire..... Mary Moulton..... Lillian C. Rogers..... Caroline A. Sawyer..... Emma A. Scudder..... Florence W. Smith..... Martha R. Smith..... Delia M. Stickney..... Annie F. Stratton..... *Martha L. Babbitt.....	3,000 2,000 900 1,600 1,600 1,200 950 950 750 950 950 950 950 950 950 950 950 950 1,200 800 600	579

* Secretary and Librarian.

TABULAR VIEW — Continued.

Names of Schools	Teachers	Salaries	No. of Pupils Dec. 31, 1903
Rindge Manual Training....	Charles H. Morse..... Myra I. Ellis..... Helen W. Metcalf..... Mabel D. Watson..... Richard H. Gallagher..... Evan J. Griffiths..... Lewis D. Hill..... John M. Hussey..... James E. MacWhinnie..... Edward R. Markham..... Joseph M. Norton..... Harry E. Rich..... Walter M. Smith..... James G. Telfer..... Albert L. Ware..... John W. Wood, Jr..... *Lillian W. Hyde.....	\$3,000 1,300 950 750 1,100 1,000 1,400 1,200 1,100 1,500 1,100 800 1,200 1,500 1,200 1,400 600	321
Agassiz, { Grammar..... Primary.....	Maria L. Baldwin..... Edith C. Arey	1,000 700	{ 146 118
	Nellie B. Blodgett..... Addie B. Byam..... Frances W. Dawson..... Lillian G. Goodwin..... Mary A. Parsons..... Grace C. Stedman..... Elizabeth J. Karcher..... Mabel E. Blake..... Harriette G. Gilmore..... Malvina M. Joslin..... Maud E. Kimball..... Jennie B. Ross..... Elizabeth A. Stevens..... Lucy A. Witham..... Maude A. Deehan..... Margaret E. Sheehan..... Susan E. Wyeth..... Mary A. Doran.....	550 700 700 700 700 700 700 700 550 700 700 450 500 600 760 550 760 700 700	
Boardman, Primary.....	Edward O. Grover..... Nellie A. Hutchins..... Caroline L. Blake..... Adelaide G. Bunker..... Emma A. Faulkner..... Harriet Foster..... Lottie L. Griswold..... Louise H. Griswold	2,000 900 800 750 700 700 700 700	360
Cushing, Primary.....	Ellen J. Hunt	700	75
Dunster, Primary.....	Flora C. Ingraham	700	67
Ellis, Grammar.....	Ida J. Mahoney..... Sarah W. Mendell..... Mary A. Stephenson..... Josephine C. Wyman..... C. Florence Smith..... Marcia R. Bowman	450 700 700 650 720 700	515
Felton, Primary	S. Emma Davis..... Carrie H. Smith.....	700 700	162

* Secretary and Librarian.

TABULAR VIEW — Continued.

Names of Schools	Teachers	Salaries	No. of Pupils Dec. 31, 1903
Gannett, Primary.....	Mary A. Rady..... Annie M. Billings..... Margaret F. Sanderson..... Gertrude T. Sullivan	\$775 700 600 550	193
Gore, Primary.....	Frances E. Pendexter	810	426
	Charlotte A. Callahan	600	
	Katherine L. Dolan.....	700	
	Mary L. Dolan.....	700	
	Minnie A. Doran	700	
	Kate A. Hegarty	700	
	Mary A. Hurley.....	700	
	Katherine L. McElroy.....	700	
	Julia G. McHugh.....	700	
	Mary E. Mulloney.....	700	
	Anastasia Peters.....	700	
	Nora E. Reardon.....	600	
Harvard, Grammar.....	Thomas W. Davis..... Margaret B. Wellington	2,000 900	799
	Harriette F. Sawin	800	
	Annie M. Street	750	
	Addie L. Bartlett.....	700	
	Winifred V. Cobb.....	700	
	Nellie A. Coburn.....	700	
	Frances Fabyan.....	700	
	Margaret M. Fearns	700	
	Estella J. French.....	700	
	Annie B. Lowell.....	700	
	Josephine MacDonald.....	650	
	Bernice E. Mayhew.....	550	
	Waitie M. Nash.....	650	
	Laura L. Parmenter.....	700	
	Louise C. Patterson.....	700	
	Annie L. Prince.....	600	
	Elizabeth L. Setchell.....	700	
	Grace P. Thomas.....	600	
	Hortense O. Young	700	
Holmes, Primary	Lucy C. Wyeth	760	87
	Marianne Webb.....	700	
Kelley, { Grammar	Everett L. Getchell.....	2,000	{ 431
Primary	Ella S. Danforth.....	900	{ 244
	Josephine Day	700	
	Maude M. Dutton	650	
	Lucy M. Fletcher	700	
	Anna E. Grotè	450	
	Jennie C. Hardy	650	
	Emma J. Houlahan	550	
	Maude A. Johnston	500	
	Ellen A. Kidder	700	
	Ella M. Leaver	700	
	Catherine A. McLean	700	
	Ethel I. Murch	650	
	Eva G. Oakes	700	
	Esther D. Paul	700	
	Carrie L. Power	650	
	Mary E. Regan	650	

TABULAR VIEW — Continued.

Names of Schools	Teachers	Salaries	No. of Pupils Dec. 31, 1903
Lassell, Primary.....	Frances E. Whoriskey.....	\$770	162
	Rose V. Collier.....	700	
	Elizabeth B. Galim.....	700	
	Mary E. Whoriskey.....	700	
Lowell, Primary.....	Eusebia A. Minard.....	765	60
	Agnes J. McElroy.....	700	
Merrill, Primary.....	Louise W. Harris.....	745	257
	Julia M. Davis.....	600	
	Henriette E. de Rochemont.....	700	
	Daisy E. Haynes.....	600	
	Marion B. Magwire.....	700	
	Nellie S. Walker.....	700	
Morse, { Grammar.....	Mary A. Townsend.....	2,000	{ 550
{ Primary.....	Mary E. Towle.....	900	{ 220
	Marcia E. Ridlon.....	750	
	Ida J. Holmes.....	700	
	Elizabeth J. Baldwin.....	700	
	Christina R. Denyven.....	700	
	Ida M. Holden.....	600	
	Florence E. Hunter.....	700	
	Grace H. Manter.....	700	
	Alice E. May.....	700	
	Helen Montague.....	600	
	Anna A. O'Connell.....	650	
	Ella M. Pinkham.....	700	
	Elizabeth H. Richards.....	700	
	Emilie F. Richardson.....	700	
	Mary E. Sawyer.....	700	
	Lucy M. Soulée.....	700	
	Mary E. Warren.....	700	
Otis, Primary.....	Ellen N. Leighton.....	785	288
	Frances Allen.....	700	
	Anna E. Callahan.....	700	
	Josephine M. Doherty.....	700	
	Luella M. Marsh.....	700	
	Anna N. Sullivan.....	550	
	Margaret Sullivan.....	700	
	Ellen C. Walsh.....	700	
Parker, Primary.....	Mary A. Knowles.....	780	284
	Charlotte E. Clapp.....	700	
	Mattie S. Cutting.....	700	
	Harriet R. Harrington.....	700	
	Agnes Marchant.....	700	
	Mary E. Mullins.....	450	
	Mary E. White.....	500	
Peabody, { Grammar.....	Frederick S. Cutter.....	2,000	{ 371
{ Primary.....	Charlotte A. Ewell.....	900	{ 137
	Mabel R. Coombs.....	750	
	Mary H. Ellis.....	750	
	Susan C. Allison.....	700	
	Anna F. Bellows.....	700	
	Gertrude D. Brooks.....	500	
	Katherine L. Carr.....	650	
	Ruth D. Foxcroft.....	450	
	Helen E. Hazard.....	700	
	Martha A. Parker	600	

TABULAR VIEW—Continued.

Names of Schools	Teachers	Salaries	No. of Pupils Dec. 31, 1903
Peabody, Continued.....	Bertha L. Stratton.....	\$450	
	Dora Trefethen.....	650	
	Alice M. Tufts.....	700	
Putnam, Grammar.....	Frederick B. Thompson.....	2,000	647
	George B. Colesworthy.....	1,000	
	Eliza M. Hussey.....	900	
	Eliza S. Paddock.....	800	
	Grace Clark.....	750	
	Mary A. Carmichael.....	700	
	Anna L. P. Collins.....	700	
	Sarah M. Grieves.....	700	
	Hattie L. Jewell.....	700	
	Annie B. Josselyn.....	700	
	Mary A. Macklin.....	500	
	Marcia L. Marple.....	700	
	Katharine I. Nicolson.....	700	
	Margaret F. O'Keefe.....	600	
	Annie A. Trelegan.....	700	
	Minnie F. Wilson.....	600	
Reed, Primary.....	Margaret T. Burke.....	770	158
	Elizabeth G. Nelligan.....	600	
	Julia A. Robinson.....	700	
	Clara W. Ruggli.....	600	
Riverside, Primary.....	Elizabeth A. Tower.....	770	147
	Amanda M. Alger.....	700	
	Mary A. Burke.....	700	
	Hattie A. Thayer.....	550	
Roberts, Grammar.....	W. Mortimer MacVicar.....	2,000	540
	Sara A. Bailey.....	900	
	Emily R. Pitkin.....	750	
	Susan M. Adams.....	700	
	Mary Blair.....	700	
	Elizabeth M. Breslin.....	550	
	Mary M. Brigham.....	700	
	Susan L. Keniston.....	700	
	Evelyn B. Kenney.....	700	
	Ada M. Litchfield.....	700	
	Nina M. Marsh.....	700	
	Clara E. Phinney.....	500	
	Ida G. Smith.....	700	
	Caroline M. Williams.....	700	
Russell, { Grammar.....	Arthur C. Wadsworth.....	2,000	338
Primary	Alice G. Teele.....	900	{ 137
	Carrie J. Allison.....	700	
	Fannie P. Browning.....	700	
	Ella E. Buttrick.....	700	
	Mary A. Connelly.....	700	
	Anna M. Lyons.....	500	
	M Ursula McGrath.....	600	
	H. Maud McLean.....	700	
	Louise I. MacWhinnie.....	450	
	Gertrude E. Russell.....	700	
	Loretta L. Shaw.....	700	
Sargent, Primary.....	Elmira F. Hall.....	720	201
	Katherine A. Gaskill.....	600	
	Marion Prescott.....	700	

TABULAR VIEW — Continued.

Names of Schools	Teachers	Salaries	No. of Pupils Dec. 31, 1903
Sargent, Continued	Emma G. Wentworth	\$500	
Shepard, { Grammar	Evelyn J. Locke	900	205
Primary	Corabelle H. Bates	600	{ 114
	Mary F. Calnane	700	
	Florence M. Dudley	700	
	Alice M. Gage	700	
	Mary M. Gilman	700	
	Theresa H. Mahoney	700	
	Ellen O'Keefe	550	
Sleeper, { Grammar	A. Estelle Ingraham	900	121
Primary	Emily Bissell	700	{ 168
	Butella E. L. Conland	700	
	Evelyn M. Dormer	700	
	Elizabeth O. Haynes	600	
	Melissa M. Lloyd	700	
	Margaret E. Quinn	550	
	Blanche E. Trefethen	700	
Stearns, Primary	Fannie E. Higgins	770	180
	Maria J. Bacon	700	
	Ellen A. Cheney	700	
	Eva A. Taylor	700	
Tarbell, Primary	Emma J. Young	770	179
	Florence J. Alley	700	
	Carrie P. Pierce	700	
	Anna H. Welsh	550	
Taylor, { Grammar	Ella R. Avery	900	136
Primary	Mary A. Boland	700	{ 282
	Bridget T. Boyle	700	
	Lillian M. Carty	700	
	Lillian W. Davis	500	
	Bertha V. Jameson	650	
	Cecilia F. Leahy	700	
	Mary A. Maguire	450	
	Eleanor M. Stevens	500	
	Mabelle S. Welsh	600	
Thorndike, Grammar	Ruel H. Fletcher	2,000	534
	Harriet A. Townsend	900	
	Mary E. Nason	800	
	Laura A. Westcott	750	
	Flora E. Cooter	500	
	Jennie W. Cronin	500	
	Grace W. Fletcher	700	
	Margaret J. Griffith	500	
	Harriet M. Hanson	700	
	Emma A. Hopkins	700	
	Lillian H. Kenney	550	
	Ellen M. Plympton	700	
	Susan L. Senter	700	
	Lydia A. Whitcher	700	
Washington, Grammar	John W. Freese	2,000	420
	Blanche E. Townsend	900	
	Alice P. Fay	750	
	Katharine F. Callahan	500	
	Eldora J. Clark	700	
	Mary L. Ells	700	
	Helen G. Fulton	600	

TABULAR VIEW—Continued.

Names of Schools	Teachers	Salaries	No. of Pupils Dec. 31, 1903
Washington, Continued...	Winifred L. Kinsley..... Emma Penney..... Margaret J. Penney..... Bessie H. Pike..... Hattie Shepherd.....	\$700 700 700 700 700	
Webster, Grammar.....	John D. Billings..... George L. Farley..... Alice C. Phinney..... Martha N. Hanson..... Ada A. Billings..... Mabel T. Ashley..... Charlotte M. Chase..... Fanny F. Curtis..... Susan I. Downs..... Gertrude B. Duffy..... Josephine Hills..... Gertrude I. Johnson..... Minnie V. Reid..... Harriette E. Shepard..... Olive L. Slater..... Maud A. Sumner..... Ellen F. Watson..... Katherine L. Wight.....	2,000 1,300 900 800 750 700 700 700 700 600 700 700 700 700 700 700 650	754
Wellington, { Grammar... Primary	Herbert H. Bates..... Sarah J. Gunnison..... Margaret Kidd..... Mary I. Vinton..... Carrie H. Stevens..... Grace F. Chamberlain..... Training Class.....	2,500 1,000 1,000 1,000 900 650 8,829	{ 421 { 332
Willard, Primary.....	Katharine E. Hayes..... Sally N. Chamberlain..... Elizabeth M. Crowley..... M Elizabeth Evans..... Ella F. Gulliver..... Julia S. Gushee..... Mary E. G. Harrington..... Katherine M. Lowell..... Mary A. O'Hara..... Belle Menard..... Gertrude S. Thayer..... Eliza D. Watson..... Grace R. Woodward..... *M. Carrie Dickman.....	810 700 550 700 700 700 700 700 650 700 450 700 700 700 780	568
Wyman, Primary.....	Addie M. Bettinson..... Mary H. Brooks..... Georgianna P. Dutcher..... Genevieve S. Flint..... Agnes Ross Smith..... Mary B. Pratt..... Hattie P. Russell.....	700 700 700 700 600 700 600	231
Kinder- gartens. { Boardman..... Corlett Dunster..... Gannett	Sarah S. Wells..... Annie M. Dodd..... Clara A. Hall..... Carrie E. Shepherd..... Marion L. Akerman.....	700 600 700 700 600	54 43 27 50

TABULAR VIEW — Concluded.

Names of Schools	Teachers	Salaries	No. of Pupils Dec. 31, 1903
Kindergartens	Gore	Selma E. Berthold.....	\$700 56
		Freedrica Mark.....	450
	Lowell	Melinda Gates.....	700 41
		Annie L. Crane.....	450
	Merrill.....	Caroline A. Leighton.....	700 61
		Gretchen K. Hager.....	600
	Peabody	Julia L. Frame.....	700 40
		Irene L. Phelps.....	450
	Riverside	Edith L. Lesley.....	700 59
		Olive M. Lesley.....	600
	Shaw.....	Harriette E. Ryan.....	700 59
		Leonice S. Morse.....	600
	Sleeper	Mabel S. Adams.....	700 61
		Caroline E. Simpson.....	600
	Taylor	Mary F. Leland.....	700 62
		Della E. Cabot.....	500
	Wellington.....	Gertrude M. Gove.....	700 50
		Florence Rice.....	600
	Willard, A. M....	Alice V. McIntire.....	700 50
		Anna M. Gage.....	500
	Willard, P. M....	Jennie S. Clough.....	650 51
		Eva C. Katon.....	450

TEACHERS OF SEWING — Agnes Gordon	· · · · ·	\$700	
	Alice H. Nay	· · · · ·	600
	Nancy T. Dawe	· · · · ·	600
DIRECTOR OF MUSIC — Frederick Elmer Chapman	· · · · ·	2,000	
ASSISTANT IN MUSIC — Georgia E. Martin	· · · · ·	800	
DIRECTOR OF DRAWING — Peter Roos	· · · · ·	1,900	
ASSISTANT IN DRAWING — Lucia N. Jennison	· · · · ·	800	
DIRECTOR OF NATURE STUDY — Sarah E. Brassill	· · · · ·	1,000	
DIRECTOR OF PHYSICAL TRAINING — Sara E. Boudren	· · · · ·	900	
INSTRUCTOR OF PHYSICAL TRAINING IN THE HIGH SCHOOLS — Bessie W. Howard	· · · · ·	750	
SUPERINTENDENT — Francis Cogswell	· · · · ·	3,500	
SUPERVISOR OF PRIMARY SCHOOLS — Mary A. Lewis	· · · · ·	1,200	
AGENT — Sanford B. Hubbard	· · · · ·	2,100	
CLERKS — Althea B. Frost	· · · · ·	750	
	Myrta E. Smith	· · · · ·	700
PORTER — John Lemon	· · · · ·	600	
TRUANT OFFICERS — Lucian S. Cabot	· · · · ·	1,000	
	John Carmichael	· · · · ·	1,000
	William H. Porter	· · · · ·	1,000
	Thomas F. Riley	· · · · ·	1,000

SUMMARY.

Number of pupils in Latin School	506
Number of pupils in English High School	579
Number of pupils in Rindge Manual Training School	321
Number of pupils in Grammar Schools	6,928
Number of pupils in Primary Schools	5,837
Number of pupils in Kindergartens	764
Total	14,935
Number of pupils belonging to the public schools December 31, 1902	14,747

Increase of pupils, 1903	188
Increase of pupils, 1902	253
Increase of pupils, 1901	62
Increase of pupils, 1900	332
Increase of pupils, 1899	314
Increase of pupils, 1898	476
Increase of pupils, 1897	422
Increase of pupils, 1896	714
Increase of pupils, 1895	250
Increase of pupils, 1894	278
Increase of pupils, 1893	135
Increase of pupils, 1892	210
Average annual increase of pupils from 1892 to 1902 (inclusive)	313

COST OF INSTRUCTION.

Schools and Officers	Cost of Instruction	Average Number of Pupils	Cost per Pupil
Latin School	\$25,472 00	474	\$53 74
English High School	27,109 83	493	54 99
Manual Training School	21,125 50	262	80 63
Training School (Teachers)	15,429 50	894	17 26
Grammar Schools (except Training School)	129,926 92	6,222	20 88
Primary Schools (except Training School)	87,764 29	5,364	16 36
Kindergartens	17,503 26	688	25 44
Teachers of Sewing	1,900 00	...	...
Directors of Music	2,800 00	...	...
Directors of Drawing	2,644 00	...	...
Director of Nature Study	1,000 00	...	...
Directors of Physical Training	1,615 00	...	...
Substitute Teachers	2,189 50	...	...
Superintendent	3,500 00	...	...
Supervisor of Primary Schools	1,200 00	...	...
Agent	2,100 00	...	...
Clerks	1,380 00	...	...
Truant Officers	3,970 00	...	...
Porter	600 00	...	...
Total	\$349,179 80	14,397	\$24 25

Cost of instruction in Evening High School	1,683 00
Cost of instruction in Evening Elementary Schools	5,000 50
Cost of instruction in Evening Drawing Schools	* 1,428 00

Total	\$8,111 50
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* The Director of Drawing is principal of these schools. No part of his salary has been included in this amount.

REMARKS ON THE STATISTICS.

The number of pupils registered in the day schools during the year ending June, 1903, is 16,394; the average number belonging, 14,397; the average daily attendance, 13,250. In the per cent of attendance there has been a decrease of eight-tenths of one per cent. The number belonging to the schools in December, 1902, was 14,747; in December, 1903, 14,935, an increase of 188. The cost of instruction, which includes the salaries of teachers, superintendent, supervisor, agent, clerks, and truant officers, is \$349,179.80. The total cost of the day schools, which in accordance with the statutory definition of the support of schools includes the cost of instruction, of text-books and supplies, of incidental expenses, of the care of truants, of the care of schoolhouses, and of the transportation of pupils, is \$429,554.39.

The average attendance at the evening schools during the school year 1902-1903 was 793, an increase of 99, and the number of teachers, including the principals, was 58. The total cost of these schools, which includes the salaries of teachers, the cost of text-books and supplies, of fuel, light, and salaries of janitors, is \$10,196.27.

While Cambridge expends a large amount for her schools, there are *two hundred thirty-one* towns and cities in the State which make a larger expenditure in proportion to their wealth. In a list of the thirty-three cities, arranged numerically according to the percentage of their taxable property appropriated to the support of public schools for the year 1902-1903, Cambridge is the *twenty-fourth*. In a list of the towns and cities of the State, arranged numerically according to the sum appropriated for each child in the average membership of the public schools, Cambridge is the *thirty-sixth*.

These statistics relating to the schools of the State are taken from the sixty-seventh annual report of the State Board of Education.

TEXT-BOOKS AND SUPPLIES.

At a meeting of the Board in December the committee on supplies submitted a detailed report of the expenditures of that committee for the year. The report is as follows:—

In accordance with Section 30 of the Rules of the School Board, the Committee on Supplies submits its nineteenth annual report, it being for the year ending July 1, 1903:—

Stock on hand July 1, 1902	. . . . .	\$4,712 97
Purchases and expenditures to July 1, 1903	. . . . .	20,693 64
		<hr/>
Cash sales and damages	. . . . .	\$567 44
Delivered to schools, officers, etc.	. . . . .	19,163 38
		<hr/>
Stock on hand July 1, 1903	. . . . .	\$5,675 79
		<hr/>

The purchases and expenditures have been:—

For text-books	\$6,041 98
Desk and reference books	223 23
Copy books	674 83
Apparatus and furnishings	2,574 12
Printing, \$161.50; expressage and labor, \$430.59	592 09
Repairing books, \$674.71; diplomas, \$195 63	870 34
Tuning pianos	24 25
Miscellaneous supplies, etc.	9,370 58
	—————
Less the value of exchanges	\$20,371 42
	43 75
	—————
	\$20,327 67
	—————

The net cost of text-books and supplies is as follows:—

Stock on hand July 1, 1902	\$4,712 97
Bills paid by City Treasurer	20,327 67
	—————
	\$25,040 64
Less stock on hand July 1, 1903	\$5,675 79
Cash paid to City Treasurer, sales and damages	567 44
	—————
	6,243 23
We have, net cost of all schools and officers	\$18,797 41
	—————

or an average cost per pupil of \$1.306. The average cost per pupil per annum for nineteen years has been \$1.265.

The annual cost per pupil for text-books and supplies since the introduction of the free text-book law is as follows:—

Year	Cost per Pupil	Year	Cost per Pupil	Year	Cost per Pupil
1885	\$1.850	1892	\$1.149	1898	\$1.268
1886	1.170	1893	1.109	1899	1.225
1887	1.051	1894	1.243	1900	1.740
1888	1.068	1895	1.152	1901	1.203
1889	0.960	1896	1.436	1902	1.400
1890	1.334	1897	1.094	1903	1.306
1891	1.248				

The cost of each grade of schools for text-books and supplies is as follows:—

	Net Expenses	Cost per Pupil				
		1903	1902	1901	1900	1899
Latin School.....	\$1,641 32	\$3.463	\$3.990	\$3.935	\$6.804	\$3.245
English High School.....	1,757 09	3.564	3.641	4.236	4.642	3.888
Manual Training School.....	4,399 34	16.791	11.564	11.707	13.515	.....
Training School, teachers.....	593 76	.664	.707	.704	.....	.....
Grammar Schools.....	4,394 30	1.070	1.152	1.068	1.747	1.476
Mixed Schools.....	3,022 32	.907	1.140	.933	1.573	1.001
Primary Schools.....	1,571 40	.379	.528	.431	.396	.425
Kindergartens.....	294 19	.428	.630	.329	.692	.303
Evening Schools.....	383 04	.....	.....	.....	.....	.....
Special Teachers.....	73 61	.....	.....	.....	.....	.....
Officers of Board.....	141 04	.....	.....	.....	.....	.....
Miscellaneous expenses (not chargeable to any grade).....	547 75	.....	.....	.....	.....	.....
	\$18,819 16					
Less profit on sales.....	21 75	.....	.....	.....	.....	.....
	\$18,797 41	\$1.306	\$1.400	\$1.203	\$1.740	\$1.225

The considerable decrease in the cost of text-books is because fewer new books were introduced and also because the expectation of a change in the text-books in language and geography led the agent to defer as far as possible replacing that class of books as usual. Partly for the same reason more books than usual have been repaired. The expenditures for new books next year will be correspondingly increased. The large increase is in the item miscellaneous supplies and is due partly to the higher cost of paper and partly to the fact that less paper than usual was on hand July 1, 1902.

Last year \$2,000 was asked for in addition to the regular appropriation for text-books and supplies in order to procure additional lathes for the Rindge manual training school. This was made a separate item in the estimates as these lathes were needed especially to accommodate the Lawrence scientific school students who use the school in July and for whose tuition the college pays each year almost enough to cover this outlay. This past year \$1,808 was so received. This expenditure had to be made in the opinion of the committee on high schools and this committee, and the school board at the request of these two committees has asked, hitherto in vain, that the revenue so received should be appropriated for this purpose, in addition to the regular appropriation from the tax levy.

On the usual basis, taking the number of pupils in the schools December 1, 1903, the cost of ordinary text-books and supplies is estimated at \$18,892.78 for the current financial year. In addition to this, two new schools will have to be supplied with apparatus, desk and reference books, etc. One new piano should be bought for the Washington school and two for the Kelley school, one for the hall and one for the kindergarten, at a total cost of \$1,000, and three sloyd outfits. As noted above, the cost of the new geographies and language books will also add about \$2,800 to the expenses. The appropriation required for the purchase of text-books and supplies during next year should be \$24,000, exclusive of any bills which the city auditor may have carried over from last year.

This committee has also the duty of providing flags and flagstaffs when needed, and estimated last year \$200 for this purpose. As the appropriation was only \$100, of which \$99 was spent, many things had to be left uncared for. The estimate for next year is \$300.

The committee on supplies wishes to commend in the highest terms the efficiency of the agent whose economy and accuracy in the purchase and care of the text-books and supplies has in its opinion been of very great advantage to the public schools and to the treasury of this city.

CHANGES IN TEXT-BOOKS.

The following is the rule relating to the changes in text-books:—
"All propositions for changes in text-books shall be made by the superintendent. Whenever he recommends a change he shall appoint two persons, one of whom shall be a teacher in the service of the city, who shall make written reports on the merits of the books recommended. These reports and a like report by the superintendent shall be kept on file in the office of the superintendent, open to inspection by members of the Board only. All changes of text-books recommended to the Board shall be referred to the committee on text-books."

Under this rule the following text-books have been adopted by the Board during the year 1903:—

For use in the Latin school, Botsford's Ancient History for Beginners.

For use in the English high school, the Miller Reading and Dictation Book written in Gregg Shorthand.

For use in the Rindge manual training school, Robert Hart Bradbury's Elementary Chemistry; Jackson's Elementary Electricity and Magnetism.

For use in the grammar schools, Dunton and Kelley's Inductive Course in English; Southworth's New Lessons in Language; Southworth's English Grammar and Composition; Frye's Elements of Geography; Frye's Grammar School Geography; the Natural Elementary Geography; the Natural Advanced Geography.

SCHOOL ACCOMMODATIONS.

The following is from the report presented by the committee on schoolhouses:—

In compliance with Section 30 of the Rules of the School Board, the Committee on Schoolhouses respectfully submits the following:—

During the year 1902-1903 one schoolhouse has been completed and another begun, and two have been sold.

The schoolhouse on Willow street, which was begun considerably more than a year ago, is completed and was occupied for the first time October 2. It has been named the "Kelley School" in honor of the late Joseph J. Kelley.

The building is of brick with granite base, terra cotta trimmings, and galvanized iron cornices. It contains a hall, sixteen class rooms, rooms for office, storeroom and teachers' rooms, a library, and has ample sanitary arrangements. It is well arranged, well lighted, and the provisions for heating, ventilation, and sanitation seem ample. When it is fully furnished it will afford excellent facilities for school work.

The teachers and pupils of the Allston school and of the Shaw kindergarten were transferred to the Kelley school which has a membership of nineteen teachers and seven hundred thirty-four pupils, comprising a kindergarten and all the grades of the primary and grammar schools. In accordance with a vote of the school committee, the Shaw kindergarten will retain its name in honor of Mrs. Quiney A. Shaw, who established and maintained a number of kindergartens in Cambridge at her own expense for many years.

A schoolhouse is in process of building on the land bought last year on Elm street. It is of brick with sandstone sills and wooden cornices. It has been named the "Fletcher School" in honor of Ruel H. Fletcher, master in the Thorndike school since December, 1857. It is designed to contain a hall, fifteen class rooms, a principal's room, teachers' rooms, and a storeroom.

The opening of the Kelley school relieved the pressure under which the Harvard, Wellington, and Roberts schools have labored for several years. When the Fletcher school is completed there will be ample

accommodations for the pupils in that section of the city. The need of additional rooms for the rapidly growing school population in the section of the city comprising Wards Six and Seven is becoming urgent. This need will be supplied by the proposed schoolhouse on the "Mill Pond" lot, though arrangements should be made for building a primary schoolhouse on the Dana lot on Centre street in the near future.

JANITORS.

Section 31 of the city charter provides that "The mayor shall appoint the janitors of schoolhouses, subject to confirmation by the school committee, and may remove them at pleasure for cause assigned; and such janitors shall perform their duties under the direction of the school committee."

Under the direction of the committee on schoolhouses, the agent supervises and directs the work of the janitors, and reports to the committee such matters as seem to need consideration. The principals of the schools report each month whether or not the work is done in a satisfactory manner.

The following is from the report of the committee on schoolhouses:—

Early in the year, John J. Roach, janitor of the Peabody schoolhouse, was appointed head janitor. His work during the year has been highly satisfactory. The work of the janitors has been more closely supervised, the repairs and the heating and plumbing in the new buildings have been watched very closely by him and in many instances have been much improved on his suggestions. He takes the place of Edward B. Dale in supervising the heating of the schoolhouses. He has shown himself not only an experienced janitor in the cleaning and care of the buildings, but an expert in the installing of plumbing and heating apparatus.

The work of the janitors, with some exceptions, has been satisfactory. The standard of work of the janitors is being gradually raised, and the men appointed this year promise to keep up to the standard.

In Memoriam

FRANK A. HILL

September 12, 1903

Head Master of the English High School
1886 — 1893

Secretary of the State Board of Education
1894 — 1904

JAMES S. BARRELL

February 5, 1904

Master of the Putnam School
1874 — 1881

Master of the Harvard School
1881 — 1901

FLORENCE A. ROGERS

May 11, 1903

Principal of the Felton School
1892 — 1903

M. CARRIE DICKMAN

January 28, 1904

A teacher thirty-five years

Principal of the Wyman School
1898 — 1904

IN MEMORY OF HON. FRANK A. HILL.

[Mr. Hill was Head Master of the Cambridge English High School from 1886 to July, 1893. He was chosen Secretary of the Massachusetts Board of Education in 1894.]

The late Hon. Frank A. Hill was for seven years the head master of our English high school being called to this position from the high school in Chelsea, of which he had been the principal for sixteen years. He entered upon his work in Cambridge at the opening of the schools in September, 1886. When the Rindge manual training school was established in 1888, the academic department came under the immediate supervision of Mr. Hill, and undoubtedly it was the interest he manifested in the work of this school that led to his appointment in 1893 to the position of head master of the Mechanic Arts high school, Boston. In 1894 he was chosen Secretary of the Board of Education.

Mr. Hill became master of the English high school at the time the Classical and English departments of our former high school were made separate schools. Under his management the school in all its interests greatly prospered. The number of pupils increased from three hundred thirty-five in 1886 to six hundred seventy-nine in 1893. A new school-house was built which contains many admirable features made at his suggestion; in fact, the greater part of the internal arrangements was of his planning.

Mr. Hill's influence upon teachers and pupils was inspiring and uplifting. His work was done on a high plane. The school committee in accepting his resignation expressed their high approval of his services, referring not only to the intellectual training of his pupils but to their moral training as well.

Mr. Hill continued to reside in Cambridge, and took a deep interest in all the affairs of the city. He was highly esteemed not only by his former pupils and those who had come into close relations with him, but by the citizens at large.

It is especially fitting, therefore, that the following words of tribute selected from the many that have been written should have a permanent place in this report: —

From the Message of Governor Bates.

“The educational interests of Massachusetts have suffered a great loss in the death of Frank A. Hill, who had for nine years been the devoted and efficient Secretary of the State Board of Education. He served the State unselfishly, recognizing that in education is to be found the guaranty of the material and moral interests of our people.”

From the Minutes of the Board of Education.

“Dr. Hill was a true lover of his chosen profession. To its advancement he gave the strength of careful study and earnest effort. Without self-seeking he was called to positions of great responsibility, and his work therein witnesses for better ideals and broader conceptions of popular education. His was a long, honored, and unselfish service; and in this service there was no element finer or more enduring than the manliness of Dr. Hill’s own character.”

From the Memorial Statement adopted by the Corporation of the Institute of Technology. Mr. Hill was a member of the Corporation both by election and by virtue of his office.

“Greater than his recorded acts was Dr. Hill’s personal influence upon the thousands of teachers and pupils who came under his supervision. He was remarkably successful as a teacher, extraordinarily sympathetic as a man. He possessed, moreover, rare courtesy, unfailing optimism, and tireless enthusiasm. Therefore his presence in a school room was an inspiration to both teacher and pupil. His long association with secondary education, his thorough understanding of the problems of the preparatory school, his close relations with education throughout the entire State, above all his genial wisdom and optimism, made him a most valuable accession to this Board.”

From the Cambridge Tribune.

“The venerable Dr. Hale at the funeral services spoke of Mr. Hill as a man of peculiar gifts, one who was raised up to do the great work that had fallen to his hands. He had done his work well; he had advanced the cause of education in the State; he had upheld the dignity of the teaching profession; he had believed and shown that education was more than instruction; he had been an uplift and a stimulus to pupils and teachers wherever he went.”

*Dr. McKenzie in a paper published by the young people of his church.
(Dr. McKenzie was absent from Cambridge at the time of the funeral services.)*

“He was born with large natural powers, and he went on to achieve greatness. He made his own way. He first prepared for life by study, and then entered on the work which was near at hand. He was advanced because he was required for higher positions. He did not need to seek promotion. It was enough to deserve it, and to make men feel that he

was needed. He was set at last in the highest place in our system of public education, and more and more his wisdom was felt and his influence was enlarged."

Professor Hanus in the Chicago School Review.

"Dr. Hill showed admirable personal qualities and rare ability as a teacher and executive officer. Every school over which he presided felt the influence of his genial personality, his industry and conscientious devotion to duty, and his high ideals of scholarship, and was carried on in the spirit of helpful co-operation between pupils and teachers.

As Secretary of the Board of Education, he exhibited the same sterling qualities as a man and as an educational officer that marked his earlier career. His annual reports are not only useful and interesting to residents of Massachusetts, but are among the most important contributions to contemporary educational literature.

Dr. Hill's life was full of activity. Tireless industry and devotion to duty were prominent characteristics of his nature, and marked his private life no less than his public career."

Ray Greene Huling in "Education."

"The traits especially characteristic of Dr. Hill were his versatility in adapting himself to the various demands made upon him, his conscientious attention to details, his constant recognition of the best there was in pupils and people, his inclination toward constructive rather than destructive criticism and work, his evenness and courtesy of spirit under all conditions, his progressiveness in educational thought, side by side with a profound sympathy with teachers and a full recognition of the limitations under which they work. As a teacher he was uniformly successful and inspiring, always commanding the respect, love, and loyalty of his pupils as well as of his associate teachers. Former pupils tenderly recall how clearly he detected the possibilities in them which they themselves failed to see, and by the power of encouragement actually developed in them fine and enduring qualities of heart and mind.

Dr. Hill gave himself unreservedly to the advancement of public education, sparing not himself and using to the full his splendid opportunities. The spirit of his scholarly, true, and vigorous life has entered into countless lives, bringing to them noble enrichment and glad inspiration."

From the Milford Journal.

"Coming to Milford in the very prime of early manhood, he quickly gave evidence of the possession of those sterling qualities of mind and heart

which have ever been so abundantly manifested in all the duties and responsibilities of his long and valued service in the cause of education. To his pupils and co-workers he was always helpful and sympathetic, a genuine inspiration to better effort. We believe that no teacher ever held a warmer place in the hearts of his pupils, or commanded a more lasting affection than has been his during the nearly two-score years which have passed since his coming to Milford."

From the Cambridge Chronicle.

"Naturally, in Cambridge, we think of him first as a teacher. As principal of our English high school he held high rank, else he had never been promoted to the higher place. He was, first of all, a gentleman, in all his instincts and in all his words and acts. He had a conception of the obligation of the teacher to the pupil, as well as of the obligation of the pupil to the teacher, and he endeavored to meet his obligation. His personal influence was most salutary. He gave himself to his pupils without reserve and they appreciated it and responded giving him their heartiest affection and the best they had and were. His kindness of spirit and manner opened for him many an avenue to a pupil's mind which would have been closed to a man of different ways.

In the larger work to which he devoted the last years of his life, he rendered the State the same valuable service which he gave to Cambridge. The Massachusetts standard set high by great educators was not lowered by him. On the contrary he was progressive, and kept himself abreast of the latest methods of the country, and was a leader in all educational movements."

From the Latin and High School Review.

"Hon. Frank A. Hill was a man to be looked up to and admired. We, his former pupils, who have benefited by his unceasing labor, realize the vast amount of good he has done. As we study his life and character we cannot but feel a new inspiration, a great desire to be more like him, to work unselfishly for others, just as he did, and to aid as much as we can in carrying on the work so nobly begun."

From the Journal of Education.

"Mr. Hill was a thoroughly public-spirited man. He considered the public good in all his plans for the development of the educational system of the State. He was a full believer in the benefit of a thorough training. He wanted a high tone in every branch of the public school administration and he labored to bring the standard up to as high a mark as possible.

It was his theory that the high school should be more than a feeder to the college. It should be a complete institution in itself. It was to extend the thoroughness of the State's educational system, that he labored to complete the system of superintendence until it was made compulsory upon every city and town in the State. It was under him that the laws for a high school education for every child were brought to their present perfection, and the State treasury was made the ultimate source of the money for the payment of the expense. Transportation of pupils, payment of tuition for the needy, financial appreciation of good teachers in towns financially weak, care for the truants and habitual school offenders; these have been some of the measures which marked his administration of nine busy years. They were advocated patiently and moderately, but persistently, and the system is now well developed in respect to those matters of detail."

From the School Journal.

"Mr. Hill was a scholarly, true, and courteous man. He possessed patience and infinite tact. His heart went out to everyone genuinely interested in the improvement of the educational opportunities afforded the young. He worked quietly, persistently, and circumspectly for the spread of his convictions, seeking his reward in the attainment of the end in view. His self-effacement was no mean factor in the wonderful success attending his varied and extensive undertakings. It was Mr. Hill's way to fix his eye steadfastly upon the accomplishment of reforms and to let personal reward go to those who aided him."

The wise selection of teachers is of vital importance to the welfare of schools. Mr. Hill's closing words in his last annual report may well be remembered by school officials. They are as follows:—

"It should not be overlooked that the most important element in the teacher's qualifications is not to be found in academic scholarship, essential as this is, nor in the power to hold a school in order, essential also as this is, but in the rarer and finer power of leading the child to act judiciously, earnestly, and advantageously for himself in the enlargement of his executive and productive capacity, in the acquisition of knowledge and particularly of those larger underlying principals that enable him to classify and utilize knowledge, in the cultivation of a sturdy civic spirit, and in the building up of a well-rounded character."

Mr. Hill had that "rarer and finer power" as a teacher, and in his wider field of action his uplifting influence was felt in every department of educational work.

MR. JAMES S. BARRELL.

Mr. Barrell was appointed master of the Putman school, October, 1874, and was transferred to the Harvard school, April, 1881. After more than twenty years of service in the Harvard School he declined a reelection having been a teacher for fifty consecutive years, more than half of which had been in Cambridge.

At the time of his withdrawal from school his faithful service and sterling qualities were recognized by the school committee in a series of resolutions, and the community showed its appreciation of the man and of his work by banquet and gift. Mr. Barrell continued to reside in Cambridge, and to the last retained his interest in the schools and in all educational questions. At the funeral services Dr. McKenzie said: "We are here to-day to pay tribute to a teacher. He was not a mere scholar. He had a rare trait — he knew boys. He could laugh with them, sympathize with them. He always saw the cheerful side of things, and so he brightened all around him. He gave wide range to his teaching. He taught honesty, truth, virtue, and above all, patriotism. He taught boys that they should fear God and love their country. He taught them to revere the flag, not because of its colors, but because of the country beneath it. He gave to the world what it so much needs — the blessing of a truthful soul."

The school report for 1901 contains a more extended account of Mr. Barrell's connection with the schools.

MRS. ROGERS AND MISS DICKMAN.

Mrs. Florence A. (Davis) Rogers taught for two years in the Felton school before her marriage. In 1892 she returned to the work of teaching, and was made principal of the school in which she had formerly taught. This action of the committee showed the estimation in which her services were held. Mrs. Rogers performed the duties of principal wisely and judiciously and was an excellent teacher.

Miss M. Carrie Dickman was a teacher in the Reed school for five years, and was then transferred to the Wyman school. She became the principal of this school in 1898. Her whole service covered a period of thirty-five years. Miss Dickman had rare qualities of mind and heart. She taught well, she governed well, and more than this, she did it in a spirit that made her service of inestimable value. Fortunate indeed were the children who came under her influence.

At the meeting of the school committee in February the following order was made a part of its records: —

"The school committee of Cambridge records the death of Miss M. Carrie Dickman with sincere sorrow. For thirty-five years she had been

a teacher in our schools and at the time of her death was the principal of the Wyman school in North Cambridge. She was pre-eminently a successful teacher of children, a wise and tactful executive, and an inspiration for the entire teaching force of the city. In this recognition of her worth we feel sure we voice the general sentiment of the citizens of the city she has served so well and the individual opinions of those whom she has taught."

FIFTIETH ANNIVERSARY OF THE WEBSTER SCHOOL.

[The following account of the celebration of the fiftieth anniversary of the Webster School was written by the principal, Col. John D. Billings.]

A unique event in the history of the schools of Cambridge occurred at the Webster school, Wednesday, May 27. It consisted of a public celebration of the founding of the school fifty years before. The building was dedicated in March, 1854, but to assure pleasanter weather the celebration was deferred to the above date, and a beautiful day for a delightful occasion was the result. The program occupied the entire day, winding up with a banquet of the graduates at the Hotel Somerset, Boston, in the evening.

The school opened at the usual time in the morning, the public being invited to visit the various rooms and inspect the work done in drawing during the year, which had been carefully arranged on the walls. At 10.30, grades four, five, and six proceeded in turn to the assembly hall, where their representatives presented to the school two hundred twenty interesting volumes. These form the nucleus of a library for each room, accessible to the pupils in spare moments. Following these came grade seven, its spokesman presenting a large and handsome bronze urn. It was already in place in front of the building and filled with plants. Finally grade eight came to the stage, and by their representatives crowned the program of the morning by unfurling two beautiful stands of colors, the national and state, and presented them to the school as their anniversary gift. All these were accepted for the school by the principal in a few brief words.

The more formal exercises were reserved for the afternoon, and included an address of welcome by the principal, a poem by a lady graduate, and a historical address by the superintendent of schools. Then followed the presentation of two engrossed memorials suitably framed, the first bearing the names of one hundred forty-one Webster school boys who served the country in the Civil War, and the second bearing the names of twenty-eight Webster school boys who served in the war with Spain. These were accepted for the city by His Honor the Mayor and for the school by the principal.

The concluding event of the afternoon consisted in the unveiling and presenting to the school, in behalf of the younger graduates and the class of 1903, of a life-size oil portrait of the principal. This was accepted for the city and school in a letter written by Mr. Charles F. Wyman, the sub-committee in charge of the school, who was detained at home by illness.

The event was made more noteworthy by bringing to practical completion the decoration of the interior of the school building with works of art. Graduates, undergraduates, and friends subscribed twelve hundred dollars for this purpose, and the result is seen in what is probably one of the best decorated school buildings in New England.

The celebration owes its great success to the hearty accord with which parents, teachers, pupils, and graduates united in the work. They formed a constituency worthy of any school.

The superintendent will add that the Webster school is one of the larger schools in the city. For more than thirty years it has been under the charge of Mr. Billings, who entered upon his work in September, 1872. Since that time nearly one hundred different teachers have been connected with the school for a longer or shorter period, and eighteen hundred pupils have been graduated.

This anniversary occasion was one of great interest. The plans had been wisely formed and were admirably carried out. This was to be expected, for Colonel Billings has the qualities of leadership. Had he been older when he hastened to the defence of his country, there is no doubt that before the war ended he would have attained high rank as a commanding officer. The appointment which gave him his title of colonel was a recognition of brave service in the hour of his country's peril; and his record as a teacher and citizen gives proof of his scholarly attainments, his manly character, and patriotic interest in civil affairs.

CHANGES DURING THE PAST FIFTY YEARS.

[The following is from the address of the superintendent of schools given on the occasion of the fiftieth anniversary of the Webster School.]

During the past fifty years many important changes have taken place in the organization and classification of the schools of the city. Formerly they were classified as alphabet, primary, middle, grammar, and high. In 1863 the middle schools were united with the grammar, and the alphabet with the primary. March 1, 1886, the classical and English departments of the high school were made two separate schools, called respectively the "Cambridge Latin School" and the "Cambridge English High School."

In 1888 the Rindge manual training school was opened under the name of the "Cambridge Manual Training School for Boys." For ten years Mr. Rindge paid the current expenses of the manual training department, the city providing for the academic instruction. On the first of January, 1899, Mr. Rindge gave the entire plant to the city, and in accepting the gift the school committee voted that hereafter the school should be known as the "Rindge Manual Training School." The follow-

ing from the school report for 1898 gives emphasis to the importance of this gift: "The city of Cambridge has received from Mr. Rindge other valuable gifts—a public library with several acres of land, a city hall, and a site for the English high school building—but in its far-reaching influence for good is it not probable that the manual training school touching as it does young life, will prove to be the richest gift of all?"

In 1870 a training school for teachers was established. The work was carried on for several years in connection with the Riverside primary school. In 1875 it was transferred to the Agassiz school, which contained both grammar and primary grades. In 1882 it was discontinued. After an interim of two years our present training school was opened. It was named the "Wellington Training School" in honor of Dr. Wellington, whose forty years of service made it especially appropriate that a school for the training of teachers should bear his name. It differs from the grammar and primary schools in this respect—all the grades, except the eighth and ninth, are taught by young teachers. Their work, however, is done under the immediate supervision of a master and three assistants, who are held responsible for the instruction and management of the school. At the present time nearly fifty per cent of the teachers in our grammar and primary schools are graduates of this school.

In 1853 there were seven grammar schools, each under the charge of a master and one or two assistants, there being ten assistants in all. The average number of pupils attending these schools was six hundred fifty-seven. It should be stated, however, that the middle schools had not then been united with the grammar schools. Had they been, the number of pupils in the grammar schools would have been twelve hundred. The number in the grammar schools at the present time is nearly seven thousand.

Kindergartens became a part of the public school system in 1889. They had been maintained for eleven years by Mrs. Quincy A. Shaw and ladies of Cambridge interested in the work. A petition bearing sixteen hundred names led to the establishment of these schools, the value of which cannot be estimated by their cost. It has been truly said that "they mean to many a child the difference between a happy, useful life, and one of wretchedness, if not of crime."

The first evening schools in Cambridge were opened in the winter of 1851-52, and the teaching was wholly voluntary. The school committee assumed the expense of warming the rooms, but the other expenses were paid by persons who believed such schools would be of benefit to the community. Evening schools were not maintained by the city till 1868, when three were opened for men and boys. The next year provision was made for women and girls. These schools were continued for ten

years with varying success, and were then closed for three or four years. In 1884 they were again opened, the legislature having passed an act requiring all cities and towns of ten thousand inhabitants or more to maintain such schools. In 1889 an evening high school was opened. During these recent years the work in the evening schools has been broadened, and they have become an important part of the school system.

In 1870 the legislature passed an act requiring every city and town of more than ten thousand inhabitants to make provision for giving free instruction in industrial drawing to persons over fifteen years of age. In compliance with this act, evening drawing schools were opened, and with the exception of two years, have been continued to the present time. Since 1890 they have been under the supervision of the director of drawing for the day schools.

Vacation schools were started in Cambridge by a committee of ladies interested in the welfare of children. For four years they were carried on under the direction of this committee, the expense being met by private contribution. In 1899 by an act of the legislature, the school committee of any city or town was authorized to establish and maintain vacation schools. For three years these schools have been supported by the city. In 1903 they were not in session, no appropriation having been made for them. Vacation schools are not established primarily for the purpose of giving more extended opportunities for an education, but rather that children who remain in the city during the long summer vacation (and there are thousands of them) may find something to do that will both interest and profit them.

In 1845 music was introduced into four of the grammar schools as an experiment. The school committee in their report for that year refer to the results as exceeding their most sanguine expectations, and the following year music was introduced into all the schools. The committee justify their act as follows: "The advantage of music in schools is three-fold. First, when taught as a science, it is fine discipline for the youthful mind, scarcely inferior to the mathematics of which, in truth, it is a branch; second, as a valuable attainment, not to say accomplishment; and third, music in schools, used as an occasional refreshment, is among the most successful methods of securing order, cheerfulness, and vigor of application in severer studies. We would like to have all the children in the smaller schools able to sing together many innocent songs by rote; and the pupils in the higher schools, in addition to music for recreation and for exciting good affections, attempt the mastery of this wonderful science."

During the first five years there were three different teachers of music. Then came Mr. Lincoln's long term of service of more than forty

years. He resigned in 1890, and Mr. Chapman was elected to take his place. An assistant teacher of music has been employed since September, 1902.

Drawing came into the grammar and primary schools in 1869, and into the high school in 1871. In the high school a special teacher was employed, but in the other schools the instruction was given by the regular teachers. For more than fifteen years, except for a limited time, the work was carried on without special supervision; but in 1885 a director was appointed and since 1893 the director has had an assistant. When drawing was first introduced into the schools, it was looked upon by many as an ornamental study of little practical importance, and those favoring its introduction felt called upon to justify their course. It is now a required study, and its utility is fully recognized.

As an experiment, sewing was taught for two years in the Allston school, the work beginning in the fall of 1877. Although the results were satisfactory it was not included in the course of study until 1890. It is now taught in the grammar schools to the girls of the three lower grades, and to the boys of the fourth grade.

Cooking found its way into the schools through the efforts of the Cantabrigia Club. For several years this club provided the means of instruction for a class of girls of the ninth grade of the grammar schools. In 1899 provision was made for a course in domestic science in the English high school, and cooking was included in that course. It is also taught in the vacation schools and might well be included in the work of the evening schools.

In 1892 concrete geometry and physics were added to the studies of the ninth grade, and elementary botany to those of the primary grades and to the lowest grammar grade.

In 1893 the Ling system of physical training was introduced into all the grades of the primary schools, and later into those of the grammar grades. The essential aim of the teaching is to make the gymnastic period one of healthful exercise and recreation.

All these subjects, except music, have come into the schools during the past fifty years. It may be questioned, it *has* been questioned, whether our present course of study in the grammar schools is not too crowded. It is too crowded unless the subjects are wisely correlated. The course was adopted only after the most thoughtful consideration. A special committee was appointed to examine the courses in our grammar and primary schools. This committee gave freely of their time to the study of courses in other cities, and sought information from many persons whose practical experience made their views of special value.

It is now more than ten years since the course was adopted. One of its main features is its flexibility. A child may be four years in doing

the work, or five years, or six years, as his physical condition or mental capacity make it desirable.

As a result of this plan, more than fifty per cent of the pupils enter-

ing the high schools during the past eight years, did the work in the grammar schools in less than the full time of six years, forty-one per cent doing it in five years, and eleven per cent in four years; and the records show that the pupils who did the work in the grammar schools in the shortest time fully sustained themselves through the whole course in the high schools, even outranking those who had spent six years in the grammar schools.

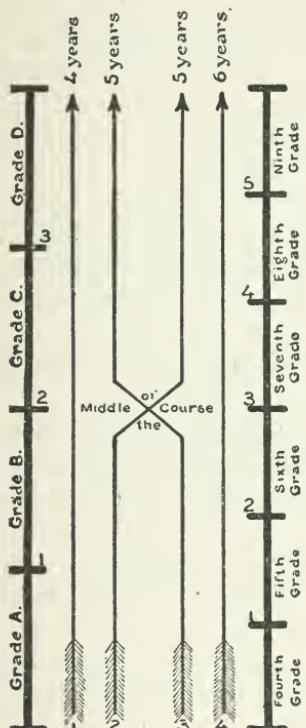
Radical changes have also taken place in the primary schools. There are no classes of seventy or eighty and even ninety pupils under the care and instruction of one teacher as was frequently the case before 1860. Under the superintendence of Mr. Hale, the primary schools were reorganized, and the course of study was changed to meet the advanced views of primary education. In 1892 other changes were made, and a supervisor of primary schools was appointed.

Since 1890 the schools have come into close relation with the public library. From week to week books desired by teachers and pupils have been delivered at the schools. For several years the librarian has kindly prepared a list of books of special value to teachers which has been printed in the school reports.

During the past ten years the schools have received many gifts of pictures and books, or of money to be transmuted into whatever may be instructive and refining in its influence. The gifts have ranged from a single book to a library of more than six hundred volumes — from a single picture to three hundred to be divided among several schools — from a single piece of coral to the large collection of minerals at the Latin school and other schools. Two brothers gave five hundred dollars, and in two instances nearly one thousand dollars were subscribed by various persons.

The books and pictures and other gifts that have become the possession of the schools have a money value that might be estimated, but they are invaluable as an expression of the interest shown by teachers, pupils, and friends of the schools.

Arrow No. 1 indicates the four years' course; grades A, B, C, D. Arrow No. 2 indicates one of the five years' courses; grades A, B, 7, 8, 9. Arrow No. 3 indicates the other five years course; grades 4, 5, 6, C, D. Arrow No. 4 indicates the six years' course; grades 4, 5, 6, 7, 8, 9.



OUTLINE OF THE SELECTIONS FROM THE SCHOOL REPORTS 1840—1874.

1840. Classification of the schools into alphabet, primary, middle, grammar, and high. No office more difficult and responsible than that of school committee.

1841. Five hundred ten visits by the committee during the year. The appointment of superintendent of schools suggested.

1842. School libraries for the benefit of the older scholars.

1843. Spelling inferior to what it was twenty or thirty years ago.

1844. Disfiguration of the schoolhouses. Irregularity of attendance. More attention to good manners and morals. Importance of sustaining the schools.

1845. Influence resulting from the education of the two sexes in the same school.

1846. Teacher's mission. Should seek to make good children, good brothers and sisters, good men and women, good and useful citizens.

1847. The cultivation of the moral and religious capacities and affections the highest purpose of education.

1848. The committee have the same motives for an economical expenditure of money as their neighbors. Examinations of the different schools.

1849. Commendation of the school system. Radcliffe College.

1850. The reading and pronunciation of the English language should receive increased attention in all the lower schools.

1851. We must look upon the conduct and character of scholars with leniency. Teachers are entitled to the most liberal treatment from the public. Salary of teachers. The highest and best education in a republic is the best in all respects.

1852. Work of the committee. An education to which every citizen of a republic ought to aspire. It is necessary that every one should be thoroughly trained in a knowledge of his mother tongue.

1853. Difficult to make a selection of studies for a high school. English course extended to four years. No electives.

1854. Semi-annual examinations, each of which occupies the committee ten entire days. Character of the schools.

1855. One sentiment animates all who stand in official relations to the educational interests of our city.

1856. In order to teach successfully, teachers must continue to learn.

1857. The true method of teaching history.

1858. A reply to what has been said in regard to "over-tasking" the pupils in our public schools.

1859. Room for a less narrow range, not of study, but of instruction. The vocation of a teacher tends to run easily into routine and acquiescence. The humblest teacher ought to be able to say that he neither narrows his work nor lets his work narrow him. The powers chiefly to be cultivated and developed in children are those of memory, observation, and quickness.

1860. It will not do to begin with a monotonous, unvarying routine, if you wish to stimulate to mental activity. Let order be secured, not through the forced sit-still method, but through the self-forgetful attention which genial and interesting processes of instruction will produce. Costly schoolhouses and yet not adequately furnished. Teacher's vocation second to none other. Text-books are not inclosures within which the minds of scholars are to be penned. Teachers to maintain a diligent watch over manners, speech, and temper.

1861. It is true only in a narrow and technical sense that the teacher is in the place of the parent. The parent can delegate his trust to no other. Moral and religious training are the highest parts of education, and it is the teacher's duty to aid the home training in these respects. The teacher must himself be what he urges upon his pupils.

1862. The school is made by the teacher. It bears his stamp and seal. While the race after novelties will ruin any school, there is no school that will not profit by occasional novelty in the manner and details of the instruction.

1863. College course separated from the high school course.

1864. Is too much work required of the pupils in the high school? Willing to remit a portion of the studies when a physician so advises. The education of a child is of importance enough to be pursued seriously and steadily. Health may be injured as much by exposure to night air and late hours as by evening study.

1865. Methods of education so various and so pressing that it would be of advantage if a general superintendence could be assigned to one man. Duties of such an office.

1866. All the appointments and surroundings of the places where children are to be taught and trained should conduce to cleanliness, cheerfulness and good taste. It is difficult to see that it will cost more to build and equip suitable schoolhouses, than to multiply police stations, and furnish houses of correction.

1867. Whatever tends to render schools more interesting and more valuable to the pupils will so far tend to render the discipline milder. The high school is not called upon to rival a college in the extent of its work.

1868. It is the bounden duty of the school committee to choose the best possible teachers. Mr. Edwin B. Hale elected superintendent of schools. The establishment of a normal or training school department recommended.

1869. A right mental discipline is largely a moral one. A child interested in his work is not a troublesome one. Education and not the passing of examinations is the end of school training. The teacher, hardly less than his pupils, needs the freshening influence of a wider range of topics.

1870. Give the teachers the greatest freedom and hold them to the closest responsibility. The text-book and course of study should neither be imposed nor followed with an iron rigidity. No question relating to the schools of higher importance than that which has to do with the appointment of teachers.

1871. Methods of teaching grammar, geography, and history open to unfavorable criticism. Instruction with reference to the objects with which children are in contact every day is almost wholly omitted.

1872. A steady advance in the way of bringing in thought and casting out routine. Vacation schools needed in which the hours and methods of study should be adapted to the season. Diplomas to be given to the graduates of the grammar schools. The work of education consists chiefly in giving a thirst for knowledge and in teaching the means of gratifying it.

1873. Mr. Edwin B. Hale resigned his office the first of October. A simple enumeration of Mr. Hale's services would be a sufficient argument for the necessity of professional supervision. An ungraded school recommended for pupils whose influence is wholly bad.

SELECTIONS FROM THE SCHOOL REPORTS
1840—1874.

The first printed report of the schools of Cambridge in possession of the school department is for the year ending March, 1841, and so far as the superintendent knows this is the first of the printed reports. Annually since that time these reports have been printed and distributed to persons interested in the schools. At the present time, however, many of the earlier reports and a few of those of more recent years cannot easily be obtained.

During the past summer vacation the superintendent read with renewed interest the reports made previous to 1874, the year when he became superintendent of schools. These reports are of historic interest and are rich in educational thought. They are not, however, within the reach of many persons who would be interested in them. The superintendent therefore decided to omit from this report the information usually given in regard to the organization and work of the schools and substitute for it one or more selections from each report from 1840 to 1874.

FROM THE REPORT FOR 1840.

Page 3. The schools are divided by a system of gradation into five classes, viz., alphabet, primary, middle, grammar, and a high school. There is also a school called "The Hopkins Classical School" to which the town is allowed to send nine boys for instruction, and of whose board of trustees the chairman of the selectmen and of the school committee are, *ex officio*, members. The number of children in these schools, exclusive of the Hopkins school, is one thousand three hundred eighty-eight, and the number of teachers is nineteen.

The appropriation of the town last year for "Instruction of Public Schools" was \$6,500. The committee have exceeded this sum in their expenditures by the small amount of \$247, owing chiefly to the establishment of three new schools.

The public schools are superintended by the committee in the following manner. The schools are visited monthly by one of a sub-committee of three, and at the close of alternate quarters by the whole committee, and the other quarterly examinations by the several sub-committees of each ward.

Pages 4, 5. The labors of the committee the past year have been unusually arduous, owing to an increase in the number of schools, and to their endeavors to elevate and perfect our present system of instruction. The duties of this body, if faithfully discharged, are never light. When

we consider the trust reposed in them by the State, the examination, and in some cases the employment, of all candidates for teachers, the monthly visitation of all the schools, the selection of books for the children, the quarterly examination of each school, the giving counsel to the teachers, and "the general charge and superintendence of all the schools," we cannot fail to perceive that no office in town is more difficult and responsible than this. If the citizens will keep this point always in view, they will place none on this committee but competent men. No greater calamity can befall a town than to suffer this office to be filled either on sectarian or political grounds alone. Intelligence, ability, and moral worth should be regarded as the only qualifications that can fit one for this service.

FROM THE REPORT FOR 1841.

Pages 14 and 15. The duties of the committee have so much increased as to demand, in our opinion, an addition to its number. Beside the labors incident in general to the charge of twenty-three schools, that of making all the visits required by law has become in this town oppressive. During the past year, your committee have made five hundred ten visits to the schools; and this number, they believe, great as it is, still falls below the requirements of the statutes. They suggest either the appointment of a superintendent of the schools, who shall devote his whole time to their demands, and be subject to the general direction and confirmation of some five or seven other individuals, or an enlargement of the committee to nine or eleven.

In conclusion your committee, while they rejoice in the present condition and prospects of the schools, and believe that as literary institutions they are doing much to elevate and perfect our system of education, would recommend an increased attention, both on the part of parents and teachers, to their moral improvement. Time should be allowed a teacher to do all he desires in this respect, no complaint being made because a class does not read or spell its usual lesson, when a case of misdemeanor comes up. Let not the teacher be forced to defer all such cases till the close of the school. What better method could be devised of spending an occasional hour, than the consideration of that which is far more important to our children than mere learning, their moral habits? The mind is pressed forward in our age by new and multiplied processes, in the schoolroom as elsewhere. But the heart meantime is often left in neglect. Respect for parents, deference to the aged, modesty and humility, are in danger of being unknown words with the young. Can we do nothing in our public schools to stay this impending calamity? Shall we, as our children enter the world for themselves, part with them in peace, if while

we have trained them in all grades of schools, we have never sent them to "the school for good manners?" Can the gain of intellectual, compensate for the loss of moral power? Will science render them good citizens, good men and women, if unaccompanied by correct principles, generous affections, and pure habits? If not, then let the schoolroom do its part in more closely uniting what the times would put asunder.

FROM THE REPORT FOR 1842.

Page 11. The committee would call the attention of the town to the subject of establishing school libraries, for the benefit of the older scholars. The legislature has made the liberal offer of paying fifteen dollars to each school district which will raise the same sum themselves for the purchase of a library. We earnestly hope the town of Cambridge will not neglect this favorable opportunity of procuring good books for their children's use. Such works as Sparks's Lives of Washington and Franklin, not to name other books in the wide range of reading embraced in the libraries already published for this object, including history, biography, polite literature, natural history, etc., should be placed within the reach of the young in our schools. They would prove an invaluable substitute for those juvenile romances and those cheap newspaper novels which are now constantly doing mischief among our children. We suggest the expediency of an appropriation of two hundred dollars, by which our high, grammar, and middle schools might be supplied with sets of these libraries.

FROM THE REPORT FOR 1843.

Page 14. A few of the schools excel in reading, while most of them, both in reading and spelling, are lamentably deficient. The latter exercise especially is often performed in such an inattentive and mumbling manner, as proves it to have been greatly neglected. There is an unaccountable reluctance on the part both of teachers and scholars to use the *spelling book*; a book, which, in the days of their fathers, was ever acknowledged "the only sure guide to the English tongue."

For this reason, or some other, we have but very few if any good spellers. The committee are unanimously of opinion, that the attainments in this branch are altogether inferior to what was witnessed in our schools twenty or thirty years ago, in the days of "spelling matches," and "choosing sides," and "taking places," when spelling was generally the most spirited and interesting exercise in school. There may be other modes of learning to spell, besides the "study of columns," but it is believed that there is no other perfect substitute for it. It is sincerely hoped that, hereafter, much more attention will be paid in our schools to *spelling*.

Pages 15, 16. Much depends upon a right selection of teachers. No school can prosper without *good* teachers. A bad tree may as well bring forth good fruit, as a bad teacher make a good school.

A good teacher combines in himself an assemblage of qualities not often found in the same individual. A familiar knowledge of all the required studies, aptness to teach, tact in management, decision mingled with gentleness and suavity, impartial justice, elevated moral sentiments, self-control, patience, energy, pleasure in the employment, a kind and cheerful disposition, and an ability to infuse into the youthful mind an enthusiastic desire of progress in knowledge and goodness. Perhaps there are few, if any teachers, who unite in their own characters all the qualities described. We have some, however, who besides being abundantly competent to fill their station with honor, devote themselves to their work with an almost self-sacrificing assiduity. It is the true policy of the town to give them and all their teachers honorable compensation, and insist upon a high order of services. And if, at any time, there are any who from constitutional infirmity or other causes are manifestly unable to meet the just expectations of their employers, neither they nor their friends ought to take it unkindly, that their places should be supplied by others. All persons are not equally qualified for all duties,—a man may be a good man, but a poor teacher. Better that a single individual should suffer temporary disappointment in the failure of cherished hopes, than that a whole school should lose those golden days which are properly devoted to improvement, and to laying the foundations of usefulness and happiness, and which, once lost, can never be recalled.

FROM THE REPORT FOR 1844.

Page 16. Something should be done immediately for the purification of our schoolhouses, not excepting (we are sorry to add) some of those which have been more recently erected. The committee have no words to express the shame and indignation which the vile disfiguration of these edifices are calculated to excite.

Page 18. There is no one evil which calls more loudly for reform in our schools than inconstancy of attendance on the part of the children. Occasional absences can scarcely be avoided. But when idle boys are seen almost every day, and in every section of the town, loitering about the streets, or playing marbles upon the sidewalks, the conviction is forced upon us that many of these absences, so ruinous to morals as well as to progress in knowledge are neither occasional nor necessary.

Page 22. We would also urge the importance of more attention, in all our schools, to good manners and morals, the principles of piety, and the

principles on which good free institutions are based and sustained. While we never could allow sectarian influences to be exercised, or the politics of party to be inculcated, we do feel that great truths, everywhere acknowledged by the wise and good in this free land, should be incorporated into the education of free citizens and immortal minds.

Page 23. Last year particular notice was taken of a general deficiency in spelling. Some teachers have made earnest and successful efforts to secure improvement in this branch. But the deficiency is still lamentable, though the younger scholars seem to be laying a foundation for future success in it, which many of the older ones in consequence of previous neglect, will probably never attain.

Page 24. Reading is at the very foundation of intellectual acquirements and accomplishments. Next to moral excellence, good reading is the finest ornament which can grace a school. And there are scholars, and even classes, which perform this exercise in a manner to charm the hearer like music.

The committee are happy to say that the teachers have prosecuted their labors for the most part with great patience, wisdom, and fidelity. Scolding and fretting, angry and reproachful words, are fast giving place to milder and more powerful modes of influence.

Page 25. Your committee beg leave to urge upon all good citizens the importance, which most of them already deeply feel, of generously sustaining the schools; to the selfish, as well as to the philanthropic, we say sustain the schools; public order, freedom, thrift, and security of property, and the comforts of a civilized and Christian community depend upon them. To the benevolent, we say sustain the schools. You cannot confer a greater benefit upon the masses around you than by securing to them a just and thorough education. To the patriotic, we say sustain the schools. It is for you to decide to what sort of population, ignorant or instructed, immoral or virtuous, you will intrust the destinies of this ancient town and your country.

FROM THE REPORT FOR 1845.

Pages 20, 21. There are doubtless advantages in educating masters and misses, towards the close of their common school education, in separate schools. The sexes differ in intellectual as well as in physical constitution; and when this diversity becomes more decided, as it does about the period in question, a different discipline and a different cultivation is unquestionably important to the best development of the true man in the one class, and of the softer but no less noble qualities of the true woman in the other. But these advantages can be secured in a good degree by

an instructor of elevated character, competent to his profession, especially when a female assistant is also employed, without a separation.

But there are good influences also resulting from the education of the two sexes in the same school, which should not be left out of the account.

In a wisely governed school of this description, the manners of the boys are softened and their minds refined, while the girls are placed under that measure of restraint which conduces to self-respect, watchfulness, and dignity of character. Besides, both sexes become acquainted with the good qualities of each other's minds and hearts. The friendships which exist among them are more likely to be founded upon esteem, upon a perception of kindness, of honor, of scholarship, and such like virtues in each other, than when the idea of sex is too carefully kept in view. May not the manifestation of undue solicitude to keep them apart operate, by a natural law of association through the imagination, to strengthen the evil tendencies deplored. Are there any means more likely to degrade the minds and vulgarize the whole character of either sex, than to educate them on principles which exclude all innocent friendships, all mutual regard for the excellences of each other's characters, all pure affections and civilities, and lead them to the thought that there is nothing attractive in each other's society, but just that which is founded on the lowest distinctions of their nature? It seems to us that it is not difficult for a wise and pure-minded instructor to inspire his pupils of both sexes with those high sentiments of propriety; the boys with that sense of honor, that regard for the character of a gentleman, and the obligations of duty; the girls with that delicacy and dignity so natural to the cultivated female spirit; and both with that just appreciation of what is due to their nature, to public sentiment, to the consequences of actions, and to the laws of God, which will not only preserve them from gross immorality but make their intercourse in the same schools like that of brothers and sisters in the same family,— alike purifying and ennobling.

Page 22. Besides, if children cannot be trusted together amid all the restraints and preserving influences of a well-governed school, if they cannot be taught to live together "like brothers and sisters with all purity," in the name of common sense, what is to become of them when thrown out into society?

Let us not be understood as particularly zealous to preserve the mixed character of our schools when circumstances allow a separation. All we mean to say is, that in our opinion it is generally safe, and on many accounts desirable, to educate boys and girls in the same school.

FROM THE REPORT FOR 1846.

Page 67. Let the teachers seek to elevate, purify, and enoble the characters of the children, by inculcating those principles of Christian morality and piety, in which all are agreed, and which the constitution of the Commonwealth requires to be taught — to inspire their pupils by example and precept with a high sense of honor, with a strict regard to justice, purity, honesty, and truth — with a disposition to aspire after excellence — and with all those good affections which are connected with love to God and love to man. Our teachers are sculptors whose business it is, not to chisel out beautiful forms of stone for the admiration of posterity — but to unfold and fashion immortal minds — to make good children, good brothers and sisters, good men and women, good and useful citizens — to assist in laying the foundations of character, “ for the life that now is and for that which is to come.”

Let the teachers maintain always in their schools a kind, paternal, but firm discipline — avoiding all rashness, partiality, and irritating remarks — insisting upon good order, and making the schoolroom a place of healthful enjoyment, as far as possible to every child in the school.

FROM THE REPORT FOR 1847.

Page 28. Though our teachers were doing all that we desire to give the most thorough instruction in the several branches now prescribed, — in the languages, in grammar, geography, history, mathematics, and the natural sciences, — still, if this were all, they would come far short of accomplishing the highest purpose of education, which is the cultivation, not of the intellectual powers, but of the moral and religious capacities and affections. Without the cultivation of this part of the child’s nature, which is its peculiar and preëminent endowment, the development of its intellect merely may be not only useless, but worse than useless, and fraught with danger to society. Knowledge without virtue, — intellectual without moral cultivation, — increases the capacity for evil, while the propensity to commit it is subjected to no moral control.

FROM THE REPORT FOR 1848.

Page 67. In regard to the expenditures of the school committee, there is a diversity of opinion among the people which is entitled to respectful consideration. The committee being a part of the tax paying community, have the same motives for an economical expenditure of money as their neighbors ; and with them, also, they have only a common interest in providing suitable accommodations for the children, and procuring teachers sufficiently competent in learning, and skilful in impart-

ing instruction, to take charge of the schools. They expect to show that what they have done for these purposes is intended not for an ostentatious display of generosity; not for vain boasting of what they do more than others; but for the well-being of the schools, and for guarding against their degenerating, and falling below the standard to which, by great exertions in past years, they have been raised.

Page 69. There are four examinations of the schools during the year. That which takes place near the close of February is called the annual examination; and the others quarterly examinations. In speaking of examinations, the committee confine themselves in this report chiefly to the annual examinations of the different schools, with occasional reference only to those at other seasons.

In consequence of there being one vacancy in the committee there remained six members without the chairman. Two of them examined the alphabet schools, two the primary, and two the middle. The grammar schools were examined in presence of the whole committee, and to each of the six members was assigned a particular department for examination, and a given portion of time for bringing it to a close. The arrangement was carried out with great exactness. Each examiner confined himself to the allotted time, none of which was lost by delay. Those of the committee who had been members in preceding years were fully agreed in the opinion that no previous examination had been conducted in a manner so satisfactory, not only to themselves, but also to the teachers and the taught; and none they believe with so much benefit to the schools.

FROM THE REPORT FOR 1849.

Pages 86-93. This report contains an interesting account of the high school as organized in the summer of 1848, and speaks in terms of highest commendation of the Cambridge school system. It closes thus: "When we take into consideration, moreover, that our noble University with its professional and scientific schools towers in the midst of us, and that the high school now forms a connecting link between this institution and the lower schools, we cannot but look with admiration upon the educational advantages of Cambridge.

If private munificence would endow one additional school, in which our daughters could obtain advantages for improvement approximating those which our sons enjoy in the University, the opportunities for education would be unquestionably superior in Cambridge to what can be found in any other spot on the globe."

This report was written by William A. Stearns, afterwards President of Amherst College. In Radcliffe College we have the "additional school."

FROM THE REPORT FOR 1850.

Page 75. We must look to our common schools to guard the rising generation against the degradation of the language, which so many concurrent influences seem now to threaten. The attention of the teachers in all the lower grades of the schools should be especially called to this subject. Faults of enunciation can be easily corrected at an age when the organs of speech are flexible. The exercises adapted to this end which are carefully practised in some of the schools, should be required in the alphabet, middle, and primary. Pupils qualified to enter the grammar schools should be free from faults of this kind, so that the time and labor of the grammar masters may be spent on other parts of the study of our language, more suitable to the higher stages of an English education — to the study of style, and the critical examination of the works or passages from the works of our best writers. That the highest classes in our grammar schools are fully capable of mastering these beautiful and most instructive studies was demonstrated during the recent examination. The committee, therefore, hope that the reading and pronunciation of the English language will receive increased attention in all the lower schools, and that the masters of the grammar schools will thus find time for more exercises in the critical examination of entire works or portions of works of those authors who belong to the classical literature of our language; for instance, parts of Spencer's Fairy Queen, the Paradise Lost, a play of Shakespeare, the poems of Pope, Goldsmith, Bryant, and Longfellow, a good translation of the Iliad, or in prose, an oration of Demosthenes or Cicero translated, a discourse of Burke, Webster or Everett. In other words, the suggestion is to introduce among the English scholars of our grammar and high schools a thorough study of our language and some of the best authors that have adorned it, in a method corresponding to that which is followed in the study of the classical languages at school and college.

FROM THE REPORT FOR 1851.

Pages 67, 68. In judging of the conduct and character of scholars, we must always look upon them with leniency, remembering that the highest and best of human beings are full of faults and imperfections, and that it would be visionary to expect of children that uniform excellence which none of their elders succeed in attaining. We must remember, too, that they are still in the weakness of their reason while their passions are strong; that few of them are under the wisest guidance at home; that parents seldom come up to the standard of perfect duty in

training their children in the way they should go, while many set before them bad examples of unprincipled conduct, profane conversation, and brutal manners. Some children come to school from homes where the influences are good; others, where they are indifferent; others, where they are almost wholly evil. All these considerations ought to temper the severity of our judgment, whenever the unpromising conduct of boys and girls at school tempts us to despair of final success. These considerations should also increase our sympathy for the teachers, who have all these obstacles to contend against, and heighten our appreciation of the value of their services, when their labors are crowned by the moral and intellectual growth of their pupils.

Pages 69, 70. The position of teachers is peculiar, and surrounded with difficulties. They are entitled to the most liberal treatment from the public in every respect. The office is all-important in its relation to the future, and ought to receive a degree of respect corresponding to its dignity from the present. Teachers who are animated by the right spirit, renounce the common objects of ambition and pride; they withdraw from those careers which lead to wealth and political distinction. They remove themselves even from those sources of emolument by which salaried officials, in business relations, generally have an opportunity to increase their pecuniary means. In fixing the salaries of persons so placed this view is most important. The income of a permanent teacher should enable him to live with decency; to share in the social life and the hospitalities of the community to which he belongs, according to the average standard of the society he moves in; to educate his children respectably and to provide a shelter and sustenance for old age, which comes to all, but to him sooner than to most other men. He is entitled to a salary which will meet all these exigencies; and if he does not receive it, his life will be loaded with painful anxieties, and his usefulness greatly impaired. There is no doubt, that however low the salaries are reduced, men will be found who will accept them. But to employ a vulgar, ill-educated, incompetent person, to take charge of our children's education, because he can be hired cheap, is the worst kind of prodigality of which we can be guilty. We do not save by it the money which we refrain from spending, but we squander, in a most profligate manner, every cent that we pay; and to the dead loss of just so much capital, we add the infinitely greater loss of all the time our children remain under the care of such a teacher; we throw away the precious and irrevocable hours of their childhood and youth; we leave their high faculties to run to waste under ruinous and unskillful culture; and let them form bad intellectual habits, and acquire shallow or erroneous views, which will go with them through the longest life. Surely there is no wastefulness so mischievous and wicked as this.

Pages 72, 73. The highest and the best education in a republic like ours, is the best in all respects. The very term republic points our view from private to public interests ; from the narrow circle to the wide range of the largest political community. Our wealth is in the mines of intellect that lie hidden in the popular body, and not in the gold and silver and iron, even though the national domain stretch over vast continents that rest on golden foundations. To make this wealth available to its highest ends we must labor without ceasing, not only to extend some education to all, which is the narrow view of many so-called practical men, but to place the best education within the reach of those who can turn it to the best account.

No man can tell to what destiny his son may have been born ; to bound the ideas of popular education by so much knowledge as may make a man competent to discharge the ordinary duties of life without disgrace, and to regard all higher education as a superfluous luxury, so far from being democratic, is to recognize the fundamental principle of the most odious aristocracy, namely, a distinction of classes,— one class condemned to toil and drudgery, irrespective of natural ability, and another born to enjoy, in addition to common luxuries of wealth, the greater luxury of scholarship, art, and polished education. And yet many of those who assume to be the peculiar and exclusive friends of the people, take in effect precisely this aristocratic ground. The principle of our fathers was, that the property of the State should educate the intellect of the State ; and they used the term education in the widest signification known in their day.

Pages 74, 75, 76. Our public education should be, not specific, but general, aiming at a just and equitable development of the intellectual powers, and so enabling each to assume the place in the community which he is best adapted to hold. The son of the poor man, even under the imperfection of our present system, becomes the wealthy capitalist ; the country boy rises to a leading position in a great city ; the farmer's son grows up into an eminent lawyer, and perhaps becomes the President of the United States ; the son of the humble mechanic proves to be the great discoverer in science, and fills the world with his fame. And it is clear to a demonstration, that the wealth and the power and the true civilization of a republican State will be the greater, in proportion to the facility with which the diversified talents of its children find their appropriate spheres of activity ; and a system of public education is truly republican just in proportion as it brings the means of securing the best possible education within the reach of all who are qualified to benefit by it. It is the general culture of the mind which brings to light intellectual aptitudes. Without this, the attempt to mark out the future careers of our

children is no better than arbitrary decision or vague guess work. God has written upon the minds of every one of his children his own will; he has traced with the creative finger of omnipotence the lines and proportions of the intellectual constitution; general education is the fire which brings out and makes legible these invisible signatures of the Almighty.

Who, then, can doubt that the true policy of a republic is to extend the opportunities of the highest possible education farther and farther, until they reach every child in the State, until all the talents in the State find their natural level and their congenial spheres? The more a man's powers are unfolded, the better will he be fitted for his special occupation or profession, when he finds out what nature means that to be. The details of business, the methods of transacting this or that class of affairs, can be readily and rapidly mastered by a young man of good general education in the early stages of his business or professional career; but if the proper period for general education be prematurely occupied with special preparations, he will find it difficult afterwards to acquire that versatile power and mental culture, which can alone give him the highest advantages in any career he may have chosen.

FROM THE REPORT FOR 1852.

Page 73. Taken as a whole, the history of the Cambridge schools during the year has been one of singular prosperity. The large body of teachers in schools of every grade, have performed their duties zealously, ably, and faithfully, laboring as in their great task master's eye. The committee, while endeavoring to exercise the supervising powers practically and effectively, have at the same time done their best to strengthen the hands of the teachers in their arduous and exhausting toils, and to co-operate with them, so far as possible, in making their schools instrumental towards accomplishing the high purposes for which they were established. They have visited the schools often, attending the various exercises, and encouraging the pupils to work vigorously in their studies. They have often consulted with the teachers, and availed themselves of the light of their experience in devising means to promote the interests of education. They have given much time and labor to the semi-annual examinations and have endeavored, to the best of their ability, to render justice to the pupils and teachers on these occasions and to call the attention of the parents and friends of the scholars to what the public authorities are doing for their benefit, and to remind them of their duties in return. And they have been unceasing in their endeavors to show that the proper business of education is to train up immortal beings, not only to do the practical business to which circumstances, inclination, or taste

may call them, but to fulfill the duties of citizens in a community of equals, under a sense of responsibility to the country and to God ; that while the work of trade and profession must be faithfully performed there is a moral nature and an intellectual power above and beyond trades and professions, the exaltation of which is the true end of education, as well as of the whole discipline of man's life on earth. The *man* is above the mechanic, the merchant, or the lawyer; and the dignity of the nature God has given must not be kept out of sight by the peculiar stamp that social institutions or practical life have impressed upon him. A general education, to which every citizen of a republic ought to aspire, may be described in general terms, as embracing reading and writing the mother tongue; the relations of number and quantity ; a knowledge of the world we live in, and of its relations to the rest of the system to which it belongs ; general history of the world, and special history of our own country and its institutions ; the cultivation of taste or the sense of the beautiful in nature, literature, and art ; a knowledge of duty towards man and towards God. The faculties of the body and of the mind are capable of increase as well as development by exercise. The studies of the school aim to train the latter ; and it would be very desirable that some system of physical exercise were connected with scholastic studies, to uphold and strengthen the former.

Page 76. In a system of general education, it is not necessary that all should be required to study the ancient, or the modern foreign languages ; but it is necessary that every one should be thoroughly trained in a knowledge of his mother tongue, and of its chief literary treasures. It is our good fortune that we inherit the English language, along with the principles of constitutional liberty of which it has been in modern times the principal organ. The poetical literature embodied in it is rich beyond example since the days of classical Greece. From Chaucer down to Scott, a series of the most wonderful works of imagination produced by the genius of man since the revival of letters, has adorned its successive stages of development. It is the only modern language, in which parliamentary and judicial eloquence have found fitting and uninterrupted expression ; it is the only language now spoken on earth, in which, as Mr. Thackeray justly remarked, the accents of liberty are at present allowed to find an utterance. The very terms in which the fundamental ideas of freedom are clothed have been settled by the usage of the English language and by no other. If then, we train our children up in the nurture of this noble tongue, we train them up to the best and fittest culture for intelligent citizens of a constitutional republic ; we open to them the most splendid treasures of the intellect ; we place within their reach the noblest products of the understanding and the imagination of man. The

committee have not hesitated, in co-operation with the teachers, to give this department of study the utmost extension compatible with a due regard to other necessary and important branches.

FROM THE REPORT FOR 1853.

Pages 103, 104. It is a comparatively easy matter to decide what studies shall be pursued in a grammar or primary school; but in a high school, so many different branches claim our attention that it is difficult to make a selection. Still, a selection must be made, and many important subjects must necessarily be omitted. The course pursued in this school has been modified from time to time, and such changes have been made in it as experience has proved to be expedient. During the past year, it became evident that, according to the existing arrangements, more work was required than could be thoroughly performed; and the alternative presented itself, either of diminishing the number of branches or of extending the time. The latter plan seemed the better one, and accordingly the English course has been extended to four years and the classical to five. The advantages resulting from this change are twofold:—1. It has enabled the committee to dispense entirely with the elective element, and to prescribe a uniform course of study for the whole school. It was found here, as it has been found elsewhere, that when scholars are allowed to choose what branches they will pursue, their choice is very apt to be the result of accident or of caprice, and thus the classification of the school becomes complicated, without any corresponding benefit to the scholars themselves. 2. More time is allowed for a portion of the studies, and on this account the instruction can be rendered more comprehensive and thorough. So far as can be judged from the short experience we have already had, this change will be productive of good; the additional year required will be found, it is thought, to be time well spent.

But in order to secure the full benefits of the school, the course of study prescribed must be rigidly adhered to and prosecuted to its completion. Scholars often desire to give up a study because it is distasteful to them, or because they cannot perceive that any practical good will result from its pursuit. But it should ever be borne in mind, that the object of education is not merely to impart knowledge, but also to exercise and discipline the mental faculties. The difference between a well-educated and an ill-educated person consists not so much in their acquisitions as in their capabilities. The advantages derived from the mere study of a language or a science may be as great, to say the least, as those which result from an actual knowledge of that language or science. Moreover, in every well-digested system of study, the different branches

are to a certain degree dependent on each other; and though a young beginner may not in all cases be able to perceive the relation which exists between them, still this relation is none the less real. The committee have, therefore, never consented to the omission by any pupil of any of the prescribed studies but with extreme reluctance; and then only in cases where from ill-health, or some other good reason, the necessity of so doing was obvious.

FROM THE REPORT FOR 1854.

Pages 81, 82, 83. The general reputation of the schools of Cambridge has been very high for several years; we believe it has never stood higher, and has never been more fully deserved, than during the last summer and autumn. The school system is an extensive and somewhat intricate one, requiring much labor and watchfulness on the part of those who have the direction of it, in order to preserve its efficiency, and to keep up the harmonious action of all its members. We have thirty-seven schools, divided into five ranks or grades, which are known respectively as the alphabet, the primary, the middle, the grammar schools, and the high school. The committee have endeavored to divide their attention equally among these different grades, as they see that the prosperity of each is dependent upon the one immediately below it, and is a necessary element in the success of the one next above it on the scale. Besides the usual monthly visits that are required by law for each school, semi-annual public examinations are held, each of which occupies the committee ten entire days. On these occasions the high school and each of the grammar schools is examined by the whole Board, while the lower schools are examined by sub-committees, each consisting of two or three members. The work is so distributed that every member of the committee has occasion to examine schools of every grade, and in all the wards, so that after a short time, he becomes acquainted with every school and every teacher in the city. These examinations are not matters of mere form; nearly the whole work of propounding the questions, examining the written exercises, and testing the proficiency of the pupils in every department, being performed directly by the examiners, the ordinary teachers standing by as mere spectators. Not infrequently we hear an alphabet class laboriously spelling monosyllables one day, and the next week we are required to examine high school classes in the Latin, Greek, and French languages, in advanced mathematics, and in the elements of nearly all the sciences; and we regard the two tasks as equally important and equally necessary to carry out with efficiency a system of public instruction.

It is on the intimate acquaintance thus acquired with all our schools, that we base the opinion already expressed of their high character, and of

the thoroughness and excellence of the work that is done in them. If there are any among our fellow-citizens who have doubts on the subject, or who complain of the heavy expense of the system, we would invite them to follow the committee in one of these semi-annual reviews, and then judge for themselves. Let them remember that it is in these schools that more than three thousand children are now receiving nearly all the intellectual culture which they will ever obtain from any other source than the stern experience of life. In these schools influences are exerted, second in importance only to those of the family fireside and the Bible, to mould the characters and the destinies of the coming generation, to train up the men and women, the fathers and mothers, who are to take our parts and fill our places when our own earthly work is finished, or is left incomplete behind us. These three thousand children represent at least fifteen hundred families in our community, to all of whom the nature and degree of the school instruction which their sons and daughters are receiving are matters of the liveliest interest. Is there any other municipal concern, any subject which claims the attention of our civic government, that equals the public school system in magnitude and importance? Shall the money which is needed to keep up this system be more avariciously counted, and more sparingly doled out, than that which is spent upon fire engines and street lamps, police and paupers, roads and bridges, or any of the hundred other objects which drain the city treasury?

FROM THE REPORT FOR 1855.

Page 80. The committee take pleasure in noting the fact that the present municipal authorities have promptly granted the appropriations asked for the schools for the current year, and have cheerfully co-operated with us in meeting every exigency which has arisen. One sentiment has seemed to animate all who stand in any official relation to the educational interests of our city. No one is known to us who would willingly consent to such withholding of supplies as would tend in any degree to lower the standard of excellence which our schools have already reached or make less effective the facilities which we possess for educating the children of this ancient town. We have not yet reached a point of extravagance which affords any good reason for remonstrance or alarm. The ratio of cost per scholar for instruction is not higher in Cambridge than in other towns and cities in the county and the Commonwealth. In 1853 Cambridge stood *sixteenth* in the State in respect to the amount appropriated for the instruction of each child in the city between the ages of five and sixteen; and in the county of Middlesex, for the same year, our city stood *seventh*; and in 1854, *fifth*.

FROM THE REPORT FOR 1856.

Page 97. Teachers are subject to certain additional expenses which grow out of the very nature of their employment, and cannot be avoided by those who are ambitious to excel in it. In order to teach successfully, they must continue to learn. Books must be purchased; conventions and institutes must be attended, with some outlay at least for travelling expenses; and special tuition must be obtained in some departments, such as drawing, elocution, music, the projections of maps, and the French and Latin languages, in which their own elementary training has either been deficient or needs to be renovated and kept up by continued study and practice. Education is by no means finished at school, and those especially who adopt the teacher's profession must constantly devote a portion of their leisure to reading and study, or they will soon find themselves falling behind the times. The committee place the more stress upon this point because they fear its importance is sometimes lost sight of by those who have been long in the business, and with whom teaching is in danger of degenerating into a mere mechanical routine.

FROM THE REPORT FOR 1857.

Page 9. To teach history, not well but at all, is to get a lodgment for its facts in the brain by converting them into the child's own thoughts, by intertwining them with his associations, and engraving them upon his imagination. A true teacher of history has first to know what he would teach; has to catch the spirit of an era, not to stop with the letter of a manual; has to feel the life, not merely remember the dates of a period; then, every important event will be brought out distinctly to his class, every person of note will pass over the stage as a reality, every contemporary biography will be eagerly laid under contribution, every geographical allusion will be so traced out that Jamestown canot possibly be mistaken for Plymouth. The manual will be the starting point, not as now the goal of the pupil's excursion, a nucleus around which his own quickened thoughts crystallize, not a lump of clay to be pressed down upon his own busy brain.

FROM THE REPORT FOR 1858.

Pages 124, 125. Much has been said in the public prints and in private circles, the past two or three years, in regard to "over-taxing" the pupils in our public schools. As this is a subject of the greatest importance to the health and prosperity of the rising generation, we propose to discuss the subject, and see if it is true of the public schools of Cambridge.

By the school regulations of our city, a child is required to be five years of age before he can enter the public school. At this age unless he can read, he enters the alphabet school, where he is taught reading and spelling, and is usually two years in passing through this grade. He enters the primary at seven where reading and spelling are continued, and the addition and subtraction, multiplication, and division tables are to be learned, and here again two years are passed making the child nine when he enters the middle school. In this grade reading and spelling are continued; geography, writing and defining commenced, and Colburn's Mental Arithmetic is required as far as section twelve. Here two years more are spent making the pupil eleven when he enters the grammar school. In this school mental arithmetic is dropped and written arithmetic taken instead, and continued in Chase's as far as involution, just far enough to carry on the ordinary business of life; descriptive and mathematical (not physical) geography is finished, grammar and composition are studied, the history of the United States as far as the close of the Revolutionary War, and reading, spelling and writing are continued. In this grade three years and a half more are occupied, making the pupil fourteen years and six months old when he applies for admission to the high school.

The questions for admission to the high school for this year were given in this report, seventy per cent of correct answers being required.

FROM THE REPORT FOR 1859.

Pages 140, 141. We are inclined to think, and this we say with hope and not with complaining, that here and there in our schools there is room for a less narrow range, not of study but of instruction. The studies are numerous enough (perhaps too numerous) and far enough advanced. But the mode of teaching is not always as *rousing* as it might become. We know the great difficulties to be fought against. The schools must receive a large number of ignorant children, whose parents have not had the ability or perhaps the will to impart to them that home training which is the corner stone of all other training. They come to the schools dull, backward and with no other industrious habits. To these children the street is often more attractive than the home or the school, and what is got at school is soon crowded out of the thoughts. It seems as if no friction or blistering could raise any active glow in such minds. The case is hard, we admit; but the more sluggish the circulation, the greater the need of the stimulus; while there is life there is hope. A stout and strenuous spirit will brace itself all the more cheerfully up, when real difficulties challenge its utmost power. Every child knows something. Small as that may be, it is possible to work on it and with it. If push-

ing will not do, draw, coax, entice. Once start an interest, and a foothold is got. The peculiar traits of childhood may be taken advantage of and pressed into the service. The main lever to move the young is curiosity. The teacher who brings every day to his schoolroom something of his own, who stores up whatever of amusing and portable information falls in his way and works it into his daily business, has the best chance for success in the hardest cases, and indeed in all cases.

Among the powers chiefly to be cultivated and developed in children, are those of memory, observation, and quickness. The classes that make society stagnant, unthrifty, and backward, are the forgetful, the heedless, and the slow. To save the community from a crop of these useless or noxious weeds is a primary object in education, even the earliest school education. The vocation of a teacher tends to run easily into routine and acquiescence. He needs to be on his guard against himself, lest he should get into a groove. It was said in praise of the famous John Selden, that "his learning did not live in a lane." So the humblest teacher ought to be able to say that he neither narrows his work, nor lets his work narrow him. If he would fill a child's mind, his own mind must be pretty well filled too. He must be ever on the alert to outstrip himself. One success should be the stepping stone to another. And this in a steady, even way; without nervous anxiety and without consuming toil. Some of his best work should be in his play; for this will keep him fresh and bright, and so keep the door open to the hearts of his pupils. An active and advancing mind is his greatest treasure; and this is more often the reward of cheerful, moderate, and wholesome zeal than of feverish scruples.

Pages 143, 144, 145, 146, 147. In all the schools it should be an object of thought and care to introduce, as opportunity offers, specific and frequent memoriter exercises beyond the regular school book lessons, or as a substitute for a part of them. They should be and can be such as the young will be interested in. The poetical extracts in the reading books may furnish something, and the children may be encouraged to select for their teachers' approval pieces from their own stock at home. This will bring into play the last Christmas or New Year's gift, and teach the little owners to use it, not as a toy to be thrown by after the novelty is over, but as a permanent treasury. As the scholar rises in the schools, these exercises may be made more frequent and more difficult; till in the high school they reach their fullest development. Every pupil who enters that school should have been already trained to this kind of work. While he is there, he will be able to commit to memory and repeat with expression some of the choicest and purest passages in ancient and modern poetry. He will go out into life furnished with an abundant source of pleasant and refreshing thought and an abiding defence against the weariness of watching hours and

the depression of sickness or thickening cares. Such a training will, indeed, like all other teaching, be more or less stimulating or more or less mechanical according to the intelligence and zeal of the teacher. It may be reduced to a hum-drum sing-song, or be used with the aid of apt hints and skilful questions as a means to convey and to educe a great deal of wholesome knowledge and more wholesome activity.

The second topic mentioned above was the habit of observation. This stands to education both as cause and effect. Without a little of it nothing can be learned; without much of it little will come of what has been learned. Many children, especially in our larger towns, are singularly listless and inert in this respect. They do not see with their eyes and hear with their ears. To quicken and establish the habit of observation ought to be an immediate and definite aim with every teacher. Even in the alphabet schools much may be done; for the youngest are not always the least observing. What is there to hinder the teacher from giving now and then to his little friends a simple talk about some familiar object; say, a leaf, a fruit, a toy, a house, or the like; stopping every few minutes to catechize the young listeners on what has just been said, and leading them by well put questions to make their own contributions? The next day, while yesterday's lesson is still warm, the subject may be resumed, and the children questioned again. Suppose that a picture of an animal were shown. One scholar might give its name; another, tell its color; a third, mention some other trait within the range of a child's perceptions. Thus, little by little, a pretty good description might be built up out of the materials furnished by the scholars; and they would have what to young folks is always a great pleasure, the satisfaction of having told what they know as from themselves. Some one might now be called on to tell the whole story. It would be a premium on attention and intelligence to be called on to do this; and it would be done with eagerness. Next, the teacher might go beyond the experience of his pupils, and point out the instinct and habits of the animal; its food, its enemies, its use to man, and so on; bringing in at the right place an appropriate anecdote, or getting them to learn a bit of verse bearing on the same thing. All this implies no surrender of the regular book teaching. It could be added to it, and it would add to it. It would increase the faculty of learning anything that needs to be learned.

As you go up in the schools, these lessons may be enlarged, till in the grammar schools the children may be directed to bring up a *written* report of the whole exercise. When history is taught the teacher can read from other than the text-books, and require similar written reports. By exercises of this character, much may be done to open and sharpen the mind's eye. They will seize not only on the observing, but on those

who have the faculty of observing without any regular habits; those who jump great distances, but walk very badly. It may be added, that oral teaching, with abundance of illustration and active interchange of question and answer, is one of the best methods of imparting the moral instruction required by our rules.

And now, a hurried word as to the third point—quickness. The methods above suggested, if rational and feasible, as we believe they are, would not only sharpen, but (so to speak) whip up the minds of the pupils; so that they should work, not only more knowingly, but more rapidly. But special lessons might be contrived to this end of spurring the faculties. After a parsing lesson, for instance, let one or more impromptu sentences be dictated by the teacher, be written down at once on the board and then without further preparation, be parsed by some of the class. Or a number of words may be given out to be written on the board, and the class required to work them into a connected sentence by supplying other words. Or a rapid string of questions may be put to a class in geography, to be answered instanter with the map open and in full view; an exercise, by the way, perhaps too much neglected in some quarters. Children need to be practised in *finding* places quickly. Other expedients of the sort may be invented to keep the mind of the pupil on the spring. The various experience of different teachers and the diverse circumstances of different schools, will suggest suitable contrivances to meet the occasions for them.

If these views are sound, we look to a further advantage in their adoption. The most trying and depressing feature of a teacher's life is the necessity of constantly repeating his round of toil. He is perpetually in fear that he will not escape the rust and moss that collect in the path of routine. The slow wear of monotony tends to blunt the edge of the keenest faculties; whereas, whatever gives the mind now and then a good airing will bring it into fresher sympathy with the minds it has to act upon. Live and lively teaching is the best teaching. The art to inspire is the chief talent in the case. And very little trouble of mind or strain of toil is needed. The tone and play of mind are the main thing. A nature kept always clear and fresh will do wonders with the humblest machinery. Everything that comes to hand is transfigured by the energy of intelligence into an instrument of knowledge. A common wood cut, a simple landscape, a fireside story, a dying leaf, a starting bud, the feather of a bird, the fall of a snow-flake, all the wayside facts, all changes in the world of nature, are riches in the inventory of a quick-minded and clear-eyed instructor. We believe that a habit of cultivating these little but constantly recurring means of life, will make the vocation itself not only more productive; but vastly less burdensome and more invigorating.

FROM THE REPORT FOR 1860.

Page 103. In no respect is the difference between a child's mind and that of an adult more striking, than the contrast between a child's love of change and variety and the power of concentration in the adult. It is a long way from one to the other and the end must be reached by slow and gentle gradations. It will not do to begin with a monotonous, unvarying routine, if you wish to stimulate to mental activity. Such a system will make dullards instead of bright, quick minds. This roving habit of mind in the child is not pernicious at that age. It is nature's way to get acquainted with the world in which it is placed, by exciting its wonder and curiosity at every step. In every plan for educating children should we not, therefore, begin as nature begins, by allowing greater scope to this natural love of variety, detaining the mind only long enough on each object to fix some new idea?

There must be system, and there must be order; a school that is lacking in either of these is a failure at the start. But let the essence of the system centre, not in monotonous sameness, but in ever fresh variety; and let order be secured, not through the forced, sit-still method, but through the self-forgetful attention which genial and interesting processes of instruction will produce.

Page 110. We take occasion to express our surprise at the singular inconsistencies that prevail in regard to the facilities for education in public schools. There is a laudable and ever growing emulation to have schoolhouses so stately and ornamental as to be commanding objects in the landscape, and impress the passing stranger with the public spirit and noble principles of our communities. And yet there seems to be an almost utter absence of solicitude whether they be adequately furnished with those helps and conveniences, without which all the costly brick and mortar and wood-work go for comparatively nothing. What a singularity, indeed, to say no more, that many thousands of dollars should be proudly and freely lavished on a building solely for school purposes, and only a few hundreds be afterward doled out towards the supply of facilities for the proper fulfilment of those purposes.

Pages 131, 132. In conclusion we would sum up in a few words to our teachers the suggestions that spring out of our intense consciousness of their opportunities and responsibilities.

We consider your vocation second to none other upon earth. A school teacher, who is faithfully working up to an ideal commensurate with the possibilities of the immortal beings he labors with, has none that enjoy greater scope for loftiest influence, and should be held, therefore, in loftiest honor. See to it, then, that the grooved and channelled routine of your la-

bors does not narrow you down to a cold, perfunctory performance of them. See to it that you maintain your faculties on the alert, steadily picking up what fresh information you can from books or otherwise, and keeping abreast of the age, so that you can draw unceasing supplies from your intellectual stores, to illustrate the studies of your classes, and ply them with suggestive stimuli. Remember well that text-books are not inclosures within which the minds of your scholars are to be penned, but guide-boards to point out what manifold reaches of road are before them for their assiduous travel ; and that, in another's phrase, "a child should be taught two things every day, both to know his book and to forget it." Maintain a diligent watch over your manners, so that your refined and chastened demeanor shall be a constant lesson, forceful though silent, in the proprieties of decorous behavior ; over your speech, so that its purity and correctness shall illustrate the eloquence of a true usage of our mother tongue ; over your temper, so that your discipline shall owe more to the moral power of your self-possessed manhood and womanhood than to the terrors of your frown or your rod. And above all, seek fervently from the right source, to be so inspired with the supreme and eternal realities of existence, that your whole being shall gravitate ceaselessly towards the noblest issues of life. Then your unconscious tuition, exemplifying the true relations of culture and subordinating intellect to soul, shall hallow your conscious labors, and your scholars be persuaded to purify for eternity what is first to be devoted to mankind.

FROM THE REPORT FOR 1861.

Pages 114, 115, 116. It is true only in a narrow and technical sense that the teacher is in the place of the parent. For all that makes character, as well as for all the amenities of manners, the home is the school ordained of God, and the parent can delegate his trust to no other. When this has been neglected, the school may indeed offer some check to the development of bad tendencies, but it will not be a permanent one. There is no natural affection to enforce the appeal, no sacred charm, such as invests the thought of home, to stimulate to strong endeavor. Where centres a child's love is the best atmosphere for the tender growth of the moral sentiments. From the lips that God has made seem almost infallible to the child's apprehension, will best come the precepts that are to guide his life. In all that respects moral and religious culture, therefore, the school must be secondary and auxiliary to the home ; and how easy and delightful the teacher's task where respect and trust have become habitual, obedience a second nature, and all the home-bred virtues of well-trained childhood shining in the features and manners, give surest evidence of parental

care and wisdom. The child who has been thus carefully nurtured at home is an acquisition to any school, for unconsciously he is the teacher's best ally. It is an example confirming precept.

But has the school, has the teacher no responsibility for the *moral culture* of his pupils? Are his duties exhausted with text-book instruction? I think that while he will consider it the chief *object* of the school to give instruction in the various branches of study, he ought also to remember that moral and religious culture are the higher parts of education, and that though the home is their appropriate school, it is his duty to aid the home training in these respects with all the means in his power. What appliances can he use? In the first place, the intellectual discipline is in itself an aid to moral culture; for the moral and intellectual parts of our nature are so intimately connected, thoughts and sentiments are so combined, that the growth of one must affect the other. Besides, there are often opportunities furnished by the lessons of the day to suggest a useful moral; as the character and conduct of some person in history, a passage in an author studied, or a single word charged with moral meaning. A class will listen much more readily to familiar talk excited in such a way, than to any formal discourse. But the latter may be well employed on suitable occasions, as when some serious misdemeanor has been brought to the notice of the whole school, or when some important rule has to be enforced, or when some unusual event breaks the ordinary course of school life. The teacher can readily pass from the particular occasion which has excited remark to a wider application.

But by far the most powerful means which a teacher, or any one else who wishes to influence others can use, is example. Without it precept is powerless. The teacher must himself be what he urges upon his pupil. How unfortunate for him and his charge, if his careless conduct, or hasty speech, or prejudice, or lack of sympathy with youthful feeling, turn the edge of all his counsels and make them of no effect.

The theory of our public schools does not include much in the way of direct religious instruction. But some influence they must have, either religious or the reverse. Not merely on the ground of justice to the parents, but also on moral grounds connected with the child's character, I believe that the faith of a child in the religious ideas in which he has been educated, should never be weakened or suspicion thrown upon them. However useful free inquiry, self-prompted and honest, may be to him when he comes to maturity, in childhood at least, any loosening of religious opinions by others would be in the highest degree dangerous; for the morality of a child is so directly built on his religious belief, that any shock given to the one would surely injure the other. Hence I think the religious bias given at home should not be interfered with at school or

anywhere else. But the religious *spirit* developed at home may certainly be fostered at school. The first, best lessons of religion, reverence and love, may be impressed upon the heart; not so much by direct instruction as by general influences, tending to awaken whatever there may be of natural susceptibility to such impressions. As plants depend for half their lives on unseen elements in the air, so in the moral atmosphere invisible and subtle agencies are ever at work to elevate or debase. Here are needed the sharpest observation and the finest analysis. He who can command the elements of this atmosphere, though he seem not to utter a word, will most successfully teach the great lessons of religion and all the finer graces of a virtuous character.

FROM THE REPORT FOR 1862.

Page 16. With due allowance for the material he works on, the school is made by the teacher. It bears his stamp and seal. The committee may scheme and plan, but the schoolmaster alone can make what is really of any value in their schemes and plans take root. We know how much the best efforts of the best teachers are limited by the necessary routine of each day, and the close pressure of large and numerous classes on their time. But we are glad to see that they are able to bear up against these obstacles, and to break in some degree the level of their work. One or more of the masters are interesting themselves in the etymology of words, as throwing light on their meaning; another presses upon us the necessity of more definite attention to articulation. While the race after novelties will ruin any school, there is no school that will not profit by occasional novelty in the manner and details of the instruction. It may be worth while now and then to get a spark by cutting off the regular flow of the current. A quick, piercing, unexpected question will sometimes startle a boy into thinking, who would otherwise comfortably drowsie over a lesson which he had (as he supposed) sufficiently learned, and had filed away in a dark pigeon-hole of his memory.

FROM THE REPORT FOR 1863.

Pages 4, 5. During the year a plan was digested and adopted by which the college course is separated from the high school course, except in those particulars in which the studies of both are necessarily coincident. Whatever may be the general opinion, now or hereafter, as to the judiciousness of the plan of study laid down in the high school course, it can no longer be said that it is made subordinate to the college course. It embraces no more than, in the opinion of the committee, it is desirable

for all children to study whose worldly circumstances permit them to remain at school the necessary time. Some will object to Latin and French, some will object to the physical sciences. Some will say that girls need to be "prepared for domestic life," and some that boys should be "prepared for business." Fortunately the greater part of our people are capable of understanding that a high cultivation of the mind and taste, and a moderate acquaintance with science, history, and the two most useful foreign languages, do eminently fit men and women to perform their part in life, "justly, skilfully, and magnanimously," and with more pleasure and advantage to themselves and to the world.

Considerable trouble is occasioned to the high school committee and teachers, by frequent applications for an excuse from some part of the prescribed course. When such applications have been grounded on health so feeble or delicate as to require indulgence, a remission has been granted, though not without a physician's certificate to the necessity. But such reasons as a want of taste for a particular branch, or its inutility in that line of life which a pupil expects to follow, can never be admitted; because nothing is put into the course which requires a peculiar taste, and because the preparation for life at which we aim is a general and not a special one.

FROM THE REPORT FOR 1864.

Pages 12, 13. An opinion prevails somewhat extensively that too much work is required of the pupils in the high school, and there is also an impression that the amount of work required is now greater than it used to be. With respect to this last point we can say decidedly that, so far from more being required now than formerly, the contrary is true; that the tasks imposed are not only less, but very considerably less. The question remains, however, whether too much is not still required; and it is therefore necessary that we should state distinctly how much study we exact, and how much we find to be given.

The pupils of the high school spend in school, during the first five days of the week, two hours and a half in recitation, and one hour and three quarters in study. They are expected to study two hours each of these five days out of school, excepting the boys of the higher college classes, who may it is judged, safely be required to study as much as three. Two hours of study is all that can be required of girls, who do not take as much active exercise as boys, and have also domestic occupations which boys have not. We may fairly demand, however, that these two hours shall be faithfully spent, away from distractions, and with real concentration of the mind. This rule is made for the average of the girls, and assumes the possession of an average amount both of health and of mental capacity. There are pupils in the school who are not up to the average in

either respect. We are willing to remit a portion of the studies in every case when a physician so advises, and have actually excused one-sixth of the three upper classes from one of the three daily lessons. In so doing we do not, as has been said, practically confess that our rule is too hard. The rule is made for the majority, and it is not strange that so large a number as the sixth we excuse should be in the minority as to health or strength.

These are our general views and principles, to which we have nothing to add, except that we recognize with all rational people such truisms as the paramount importance of health, and that it is wise to be on the safe side and to be satisfied with too little rather than run the risk of demanding too much. But we think, while admitting and proclaiming these obvious maxims, that there are one or two others which it may be well to join with them. The intellectual education of a child is of importance enough to be pursued seriously and steadily. It is not of *less* consequence than amusement, but is a child's principal business. Health cannot be preserved without bodily exercise, and the habits of a child in respect to exercise are not much under the control of the schoolmaster. Health may be injured as much by exposure to the night air, and by late hours at parties and consequent insufficient sleep, as by evening study, and injury received through indulgence in pleasure is often set down to the account of school tasks.

FROM THE REPORT FOR 1865.

Pages 7, 8. Our schools are now so numerous and require so much attention, the unsettled questions pertaining to methods of education are so various and so pressing, that it would be of great advantage if a general superintendence could be assigned to one competent man. The duties of such an officer would be to study the public school system, both of America and of foreign countries, and suggest improvements in our own; to obtain a personal knowledge of the condition of all our public schools, with a view to bringing all of them as nearly as may be to an equal standard of efficiency; to advise the teachers and the school committee on the best methods of instruction and discipline; to contrive means for bringing under instruction that large number of children which, in a place populated to a considerable degree by foreigners, will always seek to evade it, or be deprived of it by their ignorant parents; and to consult with the proper agents of the city government as to the building and bettering of schoolhouses, and the methods of best securing the health and comfort of pupils and teachers. Such an officer, supposing him to be possessed of the requisite qualifications, would undoubtedly be of very great use. School committees, granting them to be always constituted of the best materials,

are constantly changing. If a man who is busily occupied undertakes to do all that he can to be useful, he commonly finds the labor too much for him, and (supposing him not to be dropped by his fellow citizens) soon retires. The fair performance of only the routine duties of the place demands in Cambridge the devotion of a great deal of time. This time should be and is most cheerfully given, but a great deal more time would be required of him who would thoroughly master the subjects with which he has to deal,— in fact all his time. We think, therefore, that we cannot better make up for the deficiencies of which we are conscious ourselves than by recommending to our successors to consider at once the expediency of establishing the office of superintendent of public schools.

FROM THE REPORT FOR 1866.

Page 8. All the appointments and surroundings of the places where children are to be taught and trained should conduce to cleanliness, cheerfulness, and good taste. These things are not only important as a means of bodily soundness; they are also necessary to a healthful tone of mind and good morals.

Page 9. It is a fact grounded in the laws of our mental constitution, and well supported by experience, that external surroundings have a very intimate relation to the aptitudes of the mind and the tone of the feelings; and there is no period of life so susceptible to these external influences as that of childhood.

There is no expenditure provided for by the public treasury so remunerative as that demanded for the support and proper furnishing of our public schools. There is no public interest, material, social, or moral, that is not directly promoted by their efficiency and success. Property becomes not only more secure, but more valuable, in proportion as their resources are developed. Life is richer and more rounded in those communities which make largest and most ample provision for their wholesome accommodation. And, in any event, it is difficult to see that it will cost more to build and equip suitable schoolhouses, than to multiply police stations, and furnish houses of correction. A community that refuses to make a generous outlay for the culture and training of children, will be forced to draw on what it has thus unwisely withheld to create and sustain almshouses and prisons. If it will not strenuously endeavor to develop the better qualities of the rising generation, it will be compelled in the end to put forth its strength in the vain attempt to suppress the violent manifestation of the worse. We are persuaded that this form of public economy will prove ruinous waste in the long run,— waste, not of our material substance alone, but of the intellectual and moral life of our people.

FROM THE REPORT FOR 1867.

Page 17. Your committee have seen with pleasure, even in the primary schools, a laudable disposition on the part of many teachers to interest their children in the study of the wonders and beauties of outward nature, and to give them simple and intelligible instruction in regard to the phenomena of the world in which they live,—instruction which the natural curiosity of children renders interesting at the very earliest age, and which is of the utmost possible value in training the senses, and opening the mind to the reception of higher truths at a later stage of development. Your committee recommend that this tendency towards giving a living interest to the instruction in the primary and grammar schools be encouraged, by promoting what is called “object-teaching,” by giving facilities for the forming of small museums, and by the introduction of simple and inexpensive physical apparatus. Whatever tends to render these schools more interesting and more valuable to the pupils, will so far tend to render the discipline milder.

Page 18. Careful regard should at all times be had, in arranging our public school course, to the future destination and future wants of the pupils. The high school is not called upon to rival a college in the extent of its work. It should rather be its ambition to carry out a plain, practical, and thorough training; such as shall, on the one hand, prepare young men and young women with just the kind and amount of knowledge that they will find useful on their entrance into life, while it implants in them a taste for intellectual pursuits, which will inspire them to carry on their own education after school life is over; and, on the other, shall furnish a firm and solid foundation to those who pass on to the higher institutions of learning.

FROM THE REPORT FOR 1868.

Page 12. The laws of the Commonwealth expressly authorize the school committee to “dismiss from employment any teacher whenever they think proper;” but it has not been usual to exercise this power at any other period than that of the annual election, except for specific and grave reasons. If dismissed before the expiration of the year for which he or she was elected, the teacher would have a moral though not a legal right to ask that good cause should be shown for a seemingly harsh procedure. But it is the bounden duty of the school committee to choose the best possible teacher; and they are guilty of a dereliction of duty if they appoint one of inferior merit, solely on the ground that he or she has held the office, though probably unworthy of it, during the previous year. Nothing would be so injurious to the schools as the right of any feeble or indolent

teacher to cling to his position like a barnacle to a ship's hull, because he unluckily once found a place there, though he has never been anything but an impediment to the ship's motion.

The best efforts of any incumbent can be secured only by the possibility, and even the probability, of being displaced just as soon as his efficiency is diminished. We cannot tolerate merely negative merit; not to do harm is not enough; he must do good. And the right of displacement must not rust by disuse; it must be freely, though never wantonly exercised.

At the meeting of the school committee April 1, 1868, Mr. Edwin B. Hale was elected superintendent of schools. He entered upon his duties May 14. The following is from his first annual report:

Pages 26, 27, 28. In accepting the office of superintendent of public schools, I was not ignorant of the arduous duties, and peculiar difficulties connected with it. I did not forget that the office itself was with you an experiment, tried with many misgivings, doubtless, even on the part of those whose votes established it. I supposed that many, regardless of the merits or demerits of the incumbent, might expect at once manifest and important results. It occurred to me that some might look for the early introduction of plans of educational reform — of methods and systems before unknown, but which would spring into existence as the natural result of the establishment of the office. If any have entertained views such as I have described, they have had, or will have, ample opportunity to correct them.

For myself I made no such mistake. I was aware of the fact that many who have given to Cambridge its high literary renown, have from time to time, been connected with the school board; while many others, known for their professional success or for their prominence in business circles, have also aided in moulding the present school system. It may well be supposed then, that I am called to this work to carry out that which you have inaugurated, rather than with the hope that I am to devise new plans, or introduce immediate reforms. Here, however, I would not be misunderstood. I trust we shall all be watchful lest the rapid strides with which the cause of education is advancing shall leave us far behind. It is no time to be satisfied with the present. The busy thought of the leading educators of the day, moulded into a form available to all who are willing to be learners — the improvements in school buildings, school furniture, the classification of pupils and methods of teaching, all demand of us earnest effort.

From an observation of a few months, I am prepared to say, that for ability, and for fidelity to the great trusts committed to their care, the

teachers of Cambridge will compare favorably with those of the other cities and towns in this vicinity. It were folly to assert that all are equally worthy and successful; such a statement would be true of those of no profession nor occupation. What I do assert is, that in each of the grades, a large proportion of all are well suited by nature, by education, and by experience, for the work they have undertaken.

Wherever in the selection of these teachers great care has been exercised, it is certainly worthy of imitation by all having the responsibility of appointments hereafter. Incompetence in those employed in other occupations may, perhaps, be pardoned, since frequently no higher interest is involved than that of dollars and cents; but who shall estimate the loss to a community, when its children are instructed by those possessing neither the general ability, the tact, the force of character, the elements of moral strength, nor the quick sympathy with childhood which distinguishes the superior teacher?

In view of the importance of obtaining teachers of experience joined with the desire we must all feel to aid those educated among us, would it not be well at no distant day, to establish a normal or training department, where the graduates of our high school desiring to teach, might in a measure prepare themselves for their work?

FROM THE REPORT FOR 1869.

Pages 17, 18, 19. Next to the moral discipline of our schools, there is no question of more importance than that of the studies pursued in them. In fact the questions of mental and moral discipline are in great measure one. A right mental discipline is largely a good moral one. The difficulties of the latter will, many of them, disappear with a right treatment of the former. Not only will a natural method of mental training be healthful and stimulating to the intellectual faculties, but it will help to keep the temper happy and sweet. Disgust and weariness with monotonous drill is the parent of much restlessness, negligence, and mischief. A child interested in its work is not a troublesome one, and that school will least task its teacher's patience where the daily work is suited to the natural capacities and wants of its pupils.

It should be understood that a plan of study is not intended to act as a restraint upon a teacher. It says "thus far" only in a given direction. It merely indicates the least that should be done.

A natural scheme of education will make its basis as broad as possible. A child is by nature and necessity a lover of all knowledge. He is placed in a strange and wonderful world, and his first need is to make himself acquainted with the common objects around him. To see

and learn to call by name is his first task. Classification and comparison, the study of laws and sciences, come as late in the history of the individual as in that of the race. "Facts, with little reasoning," should be the motto for the first half of a course of education ; "reasoning upon facts," for its last part. Selection of special objects of study belongs, too, late in the stage of development. Not till facts are gathered from all branches of knowledge, can the mind show any natural bent or a wise selection be made.

In the early stages of education, including the primary and grammar schools, the elementary facts of all branches of knowledge ought to be taught. The only selection admissible is that of the near in preference to the remote. Things visible and immediate must first be known and named. The statement that oxygen and hydrogen combine to form water has little meaning to a child, because the elements are abstractions ; but anything about the transformations of vapor, dew, frost, rain, snow, and ice interests him for he sees some of them every day. Sensible objects and their pictures are the chief food of a child's mind ; perception and imagination, the chief faculties to be addressed.

Nor should the studies of one grade be regarded merely as a stepping stone to those of another. The plan for each should be made suitable to the wants of each. The studies of the grammar school should not be merely what are necessary for admission to the high school, nor those of the primary merely the requirements for entering the grammar school. Each should be complete as far as it goes. Education, and not the passing of examinations, is the end of school training. Any system which fails to meet the wants of each age and keeps artificial ends in view, will not only deprive the great majority of children of the chance of gaining important knowledge, but will fail to stimulate healthy enthusiasm.

Page 22. The teacher, also, hardly less than his pupils, needs the freshening influence of a wider range of topics upon which to communicate with them. His narrow book routine is stifling. He needs constant contact with nature and real objects to counteract its poison, and to bring him into closer sympathy with the minds of his pupils.

Page 39. The following is from the report of the superintendent of schools : —

We still have in all our grammar schools the antiquated system of large rooms ; while, as heretofore, nearly all our primary schools are organized on the same general plan and are ungraded. It is mortifying to be obliged to chronicle such a fact but truth compels it. Had this system any advocates, or even any apologists, it might be well to notice some of the evils which attend it ; but this is not now necessary, since all who are conversant with school matters are ready to condemn it most

unqualifiedly. I make the statement most unhesitatingly, that as regards the instruction or discipline of our schools, the plan of large rooms is wrong in principle and disastrous in results. If now this view be correct, if the present system be recognized as wrong, why should we not commence at once to apply the remedy by changing it for a better one? The city of Cambridge expends annually, merely for instruction in its public schools, nearly \$100,000; this is a large sum, and the labor which costs so much should be so employed that the best possible results shall be secured. This is true economy, anything else is wasteful expenditure.

Page 44. With each added year there seems to be a growing interest felt in the important facts connected with our schools, and hence judiciously prepared tables of statistics, if not of general interest, are yet carefully examined by those especially interested in the welfare of the schools. We should have a system of records that shall preserve all items of importance and those of importance only. We ought to be able at any time to obtain all essential facts or figures, or anything relating to the real history of the schools.

Page 47. In the month of September last I recommended the establishment of a training school. The suggestion met with your approval, and a committee was appointed to take the subject into consideration. In October that committee submitted a report strongly recommending the establishment of such a school, and also detailing the plan proposed for its organization. This plan met with the hearty approval of the Board, and a committee was appointed to carry it into execution. Arrangements are now nearly perfected; teachers have been appointed, and the month of February has been fixed upon as the time for opening the school.

FROM THE REPORT FOR 1870.

Pages 13, 14. The power that moves a school is not so much the far away law of the State nor of the committee, but the nearer and more direct force of personal influence. The larger and freer and better the personality can be made which reigns in the schoolroom the better. The theory we advocate would be to give the teachers the greatest freedom, and to hold them to the closest responsibility. Teachers are placed in their chair to rule and teach the scholars. That responsibility is theirs alone, and not divided with the sub-committee in charge of the school. The office of the committee is not that of sustaining the order and discipline of the rooms, but the higher one of inspection, supervision, regulation, and of disciplinary interference only in extreme cases. It is to be presumed that the teachers are competent persons, and the school system should put the class into their care, with as little restriction as possible, and hold them responsible for success.

And so with regard to the method of instruction; the "text-book" and the "course" should neither be imposed nor followed with an iron rigidity. The teacher should have resources of his own. He should continually freshen his exercises with original work of his own introduction. It is not the text-book that is to be taught, but the study.

Page 24. The following is from the report of the superintendent of schools:—

I can conceive of no question relating to the schools of higher practical importance than that which has to do with the appointment of instructors. There is no other possible way in which the schools of this city can be so directly and so materially improved as by seeing to it that none but efficient teachers are appointed to the vacancies that may occur. It is of infinitely more moment that we have good teachers than that our text-books be admirably adapted to the purposes for which they were designed, that our schoolhouses be commodious and elegant, or that our school legislation be wise and judicious.

Page 34. Teachers begin to appreciate the fact that oral teaching—oral lessons and illustrations—must have a prominent place in connection with every recitation, whether it be reading, the "tables," or other branches. I am sure that I am correct in claiming that there is less hearing of lessons, and more real instruction than ever before.

Page 36. Another subject was introduced, which was indicated by adding to the rules and regulations the following:—"The composing and writing of sentences shall be begun with the lowest class, and continued as a frequent exercise through the course."

This is a step in the right direction. The design is to enable the child, through the instruction and practice which will now be given, to express neatly and correctly any simple idea he may have in his mind.

FROM THE REPORT FOR 1871.

Page 3. It is hardly possible to overestimate the benefit that has resulted from the alterations in the structure of some of our schoolhouses, by the division of large halls into rooms of the size proper to accommodate the classes of a single teacher.

Page 4. The present system as to corporal punishment is believed by some members of the committee to be in every respect judicious. The resort to force is so carefully guarded, and is held to so strict a responsibility, that it can only be a last resort; while there are cases in which all other means fail, and the alternative is the dismission of the pupil to vagrancy and ultimate ruin. It is urged, in behalf of this system, that all government must and should rest upon force, but with so many intermediate springs that it should be brought into play only in

stress of need. That this necessity can become very rare, is already demonstrated in our schools, in which probably the number of instances of bodily chastisement, during the last year, was considerable less than the number of teachers, perhaps even less than the number of schools.

Pages 15, 16, 17. Grammar is taught to very little purpose to children who know no language but their own. The proprieties of speech and writing are never learned by the study of grammar in school. The habit of correct speaking is best acquired by association with persons who use language with accuracy and elegance, and where this cannot be, conversance with good books is the only remaining resource. Reading an entertaining and well written volume of two hundred duodecimo pages, would teach a child more of practical grammar than he would acquire in six years' study of a text-book.

The departments of geography and history lie equally open to unfavorable criticism. Names and dates that are sure to be forgotten it is useless to learn. In history the details of obscure and non-decisive battles, the succession of insignificant dynasties, the mere lists of rulers or statesmen of whose character and influence nothing definite is given; in geography, names of places with which the scholar will never have any association whatever,—are of no more worth than old school or college catalogues. If it be a tonic for the memory that is needed, these last would answer fully as well, and would cost less. We would, indeed, have these branches deprived of none of their importance in our schools. On the other hand, we deem them of the very highest magnitude and interest. But we would have history studied in the great march of events,—in the revolutions and the progress of intellect, civilization and culture; in the establishment, growth, and decline of the world's great religions; in the lives and influence of illustrious and typical men. And as for geography, we would lay prime stress on the astronomical and physical relations, laws, divisions, and phenomena of our planet, and would have intimately associated with them the names, sites, and peculiarities of empires, kingdoms and states, of all important towns and cities, and of all regions of earth and bodies of water with which the pupil can by the remotest probability be brought into connection in reading, or travelling, or business.

While there is a great deal of time wasted in our schools, and while much is studied that need not be studied, instruction with reference to the objects with which children are in contact every day, and all their days, is almost wholly omitted. In a few of the primary schools, especially in those which have been recruited from the training school, some simple object-lessons are given, and in our grammar schools there are teachers who avail themselves of every possible opportunity to impart simi-

lar instruction. But it is not contemplated in our system, except very inadequately in the high school course, to furnish any definite teaching about common things and the surrounding world. This is too large a subject to discuss at the close of a report already longer than usual. We would merely suggest that, if precious time can be saved by shortening the process of learning to read, and by omitting useless branches, there is a whole world — full of objects adapted to awaken and feed curiosity, and demanding not a life time, but almost an eternity, to know them well — into the knowledge of which we now hardly begin to initiate the children under our charge, but in which they can be made learners only to their highest benefit and their enduring happiness.

Page 25. The following is from the report of the superintendent of schools: —

And here I desire to say that the favored opportunities for conferring the greatest possible benefit upon the schools in any community are the occasions when teachers are to be appointed to fill existing vacancies; for we do, after all, always come back to the idea that the school will be just what the teacher makes it.

Page 35. I believe in the general excellence of our grammar schools. I think I see most evident signs of progress in the character of the instruction. For myself, I believe in thoroughness, and thoroughness which comes from a reasonable amount of hard, patient drilling. And yet I have endeavored by every means in my power, by the character of my examinations, by suggestions, by private conversations, by remarks in meetings of teachers which I have held; in these, and in other ways, I have endeavored, so far as possible, to eliminate from the instruction useless technicalities and meaningless rote-work. I think something has been accomplished. I like to feel that the instruction is better than ever before,— broader, more practical, more intelligent. In the use of text-books there is now less to complain of than formerly. We aim to make text-books “servants, not masters.”

FROM THE REPORT FOR 1872.

Page 5. From the high school to the primary schools there has been a steady advance in the way of bringing in thought and casting out mere routine. More attention is given to the culture of the scholar's mind through his senses. There is less confinement to the study of books and to recitations from memory. The teacher is more true to the name, and is less a hearer of recitations. Books on natural science are in all the schools. Drawing is taught in all. Variety is given to the reading by supplementing the common readers with other books or with newspapers,

that there may be more interest in this fundamental exercise, and that the pupils may learn to read at sight.

Page 6. Our system seems to need vacation schools, which should be under other than our regular teachers, and in which the hours and methods of study should be adapted to the season.

It is a cause of great regret that only a small portion of the children who enter the grammar schools finish the course in them. To encourage a longer continuance in school, the committee have decided to give a diploma to those scholars who shall complete the course of the grammar school, and whose conduct shall have been satisfactory during the last year.

The following is from the report of the superintendent of schools:—

Page 24. Much is now required of a teacher of a primary school. She should be able to control easily, winning obedience rather than enforcing it; she should understand the laws both of the physical and mental growth of the child, that she may do no violence to the one or the other. She should be able to make the schoolroom attractive, that the pupil may not, as often happens, acquire a dislike for school which years cannot remove. Let the teacher, as far as possible, study the special nature of each child, that she may adapt her methods to his peculiar wants; for our school systems are necessarily hard and inflexible, and this should be neutralized by the excellence of the instruction which each pupil shall receive. Let the teacher strive to create in the child a love for learning; for the work of education consists chiefly in giving a thirst for knowledge, and in teaching the means of gratifying it. It is still too often forgotten that we are chiefly indebted to correct habits of observation for any acquirements we have made; but such is the case, and hence the importance of cultivating the perceptive faculties. All the knowledge of material things must come through the senses; and long before the child enters the schoolroom his education in this direction begins. In the acquisition of language, too, he makes wonderful progress in the few years of his life previous to entering school, but not unfrequently when he becomes a pupil his growth in this direction is dwarfed and stunted by the unskillfulness of those in whose care it is his misfortune to be placed. In this subject of *language*, it is universally conceded that great weakness exists throughout all the grades of our schools.

With the design of giving some aid in this direction, so far as regards the primary schools, that most excellent juvenile magazine "The Nursery" has been placed in every schoolroom. It is expected that it will be found a valuable acquisition.

Pages 28, 29. Every day more is demanded of teachers in the way of intelligent teaching; and the intelligent teaching of our time seems to

be characterized particularly by one happy symptom — the tendency to simplify the beginnings of natural science so that little children may have some real knowledge of, at least, plants and animals, which are the familiar representatives of natural science to them. But it is only the student of science who can properly simplify it, and therefore the importance of a systematic study of zoölogy and botany — so far as they may be unfamiliar — by those intending to be teachers.

That it may not be left to the inexperience of teachers to discover, with labor to themselves, and with injury to their pupils, the laws which govern mind and body, the subjects of intellectual science and physiology are included in the course of study for the training school. The development of the mental powers in the average child is so sure to be in certain chronological order that the facts might almost be tabulated for a teacher's daily guidance. A knowledge of these is of the highest importance to success in teaching. Many a lesson is a failure from the simple fact that the teacher has overestimated the reasoning faculty in the child, has miscalculated his power of abstraction, or has undervalued the hold upon him of things actually seen, touched, tasted, or heard.

FROM THE REPORT FOR 1873.

Page 5. Mr. Edwin B. Hale, superintendent of public schools, resigned his office the first of October. The committee were fortunately able to secure the benefit of a part of his time until the first of January, 1874. Mr. Hale was elected superintendent and began his work here early in the year 1868, soon after the city council, acting upon their own responsibility and not upon a request of the school committee, had wisely established this office.

A resolution was entered upon the records of the committee, expressing our sense of the great value of services rendered. The words of this record need not be repeated here. There is not one of the many improvements in our school buildings, not one of the changes in our remodelled courses of grammar and primary school work that has not been the better done by reason of his assistance. It is not too much to say that several of our best reforms would not even yet have been accomplished, if we had not had his constant supervision, great practical acquaintance with the best methods of teaching, and prudent regard for the burdens as well as the resources of the city. A simple enumeration of Mr. Hale's services would be a sufficient argument for the necessity of professional supervision.

The following is from Mr. Hale's last report: —

Page 19. The readiest means of improving the schools is found in selecting good teachers; and no surer way of injuring them has been dis-

covered than by placing the children in the hands of those who lack the important qualifications of a wise and judicious instructor.

Page 20. I can only express the hope that those having the schools in charge will not undervalue the importance of selecting only those who are qualified for the important work of moulding the minds and characters of the children of this city. Neither residence, personal needs, nor influential friends will supply the lack of actual fitness; although it is not always easy to convince either applicants or their friends of the truth of this statement. My own position in the matter of appointments has been to regard our own graduates as preferred candidates, and first of all, to urge their claims faithfully so far as I could satisfy myself that they were worthy of the positions which they sought, and no farther.

Page 22. There is a subject connected with this which I deem worthy of the attention of the next Board. There are in the different sections of the city a certain number of children of school age who are not truants, and are not guilty of offences for which they should be sent to any penal institution; and yet, because of their defiance of authority and for other causes, they are frequently suspended from school. Is it not an important question how far the interests of the mass of pupils should be allowed to suffer through the fault of the few who accomplish almost nothing for themselves, but whose influence is wholly bad upon the school of which they are nominal members? The question I propose is this: Is it expedient to organize one or more ungraded schools in which this class of children shall be taught, and which they shall be required to attend, instead of allowing them to divide their time, as now, between the school and the street, with positive harm both to themselves and to the school which is unfortunate enough to claim them as members? It may be found that there would be practical difficulties in carrying out a plan of this kind, but I believe the subject is at least worthy of consideration.

Page 24. In closing this my last report to your Board, I cannot forbear expressing my appreciation of the kindness and consideration which I have at all times received at your hands. It is worthy of remembrance and of record, that during a period of nearly six years no single incident has occurred tending in the slightest degree to mar the harmony which has at all times existed.

FROM THE REPORT FOR 1874.

Page 3. Within the past year, upon the application of the school committee of Cambridge, the legislature has authorized the school committees of the State to appoint superintendents of schools and to fix their salaries. Availing themselves of this permission, the committee have elected to the office named, Mr. Francis Cogswell, formerly master of the Putnam grammar school.

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Records of the Meetings of the School Committee, 1898-60; 1899-65 and from year to year.

Revision of the Rules, 1899-58.

Salaries, 1881-7; 1898-66.

Sanitary Condition of the Schoolhouses, 1876-18.

School Government, 1877-24; 1884-76.

Schoolhouses and Janitors, 1886-27.

School Hygiene, 1879-45.

School Records, 1876-45.

School Reports, 1896-33.

Seals of the City, State, and Harvard College, 1894-104.

Sentence Writing, 1876-47; 1878-18.

Sewing, 1877-9; 1878-15; 1879-16; 1889-31; 1892-41.

Special Report, 1892-27.

Special Teachers, 1892-92, 108; 1893-31; 1894-37.

Stamp Savings, 1902-57.

Statistics from Reports of Board of Education, 1884-40. Continued in each report.

Suggestions. Supervisors of Boston Schools, 1878-57.

Superintendent of Schools, 1874-3; 1875-10.

Supervisor of Primary Schools, 1892-92; 1893-30; 1894-41; 1895-48.

Teachers' Association, 1900-64.

Teachers' Meetings, 1879-39.

Temperance Instruction, 1883-13.

Text-Books, 1878-10; 1879-11; 1881-8; 1884-13.

Training School, 1878-5; 1879-5; 1880-5; 1882-7; 1883-30; 1884-21, 45; 1885-83; 1886-16; 1892-33. Continued in each report.

Tributes to Teachers of Long Service,

Mr. Williston	.	.	.	.	.	1878-4; 1881-3, 35.
Mr. Wheeler	.	.	.	.	.	1878-16, 46.
Miss Burnham	.	.	.	.	.	1879-40.
Miss Tarbell	.	.	.	.	.	1880-11, 28; 1882-10.
Miss Winnett, Mr. Mansfield	.	.	.	.	.	1881-34.
Mr. Magoun	.	.	.	.	.	1881-34; 1902-78.
Miss Peirce, Mr. Mansfield	.	.	.	.	.	1886-4.
Mr. Lincoln	.	.	.	.	.	1890-20; 1896-30.
Miss Ireson	.	.	.	.	.	1892-193.
Mr. Hill	.	.	.	.	.	1893-26; 1903-33.
Miss Elizabeth E. Dallinger	.	.	.	.	.	1893-49.
Miss Butler	.	.	.	.	.	1894-44.
Miss Downing, Miss Webb, Miss Fessenden	.	.	.	.	.	1896-30.
Miss Davis	.	.	.	.	.	1896-49.
Miss Emily C. Dallinger	.	.	.	.	.	1897-57.
Miss Jewell, Mrs. Dennis	.	.	.	.	.	1898-44.
Mr. Roberts	.	.	.	.	.	1898-45; 1899-30.
Miss Spare, Miss Hutchison, Miss Emerson	.	.	.	.	.	1899-30.
Miss Kate Wellington	.	.	.	.	.	1900-55.
Mr. Barrell	.	.	.	.	.	1901-76; 1903-38.
Mrs. Taylor, Miss Amelia Wright, Miss Laura Wright	.	.	.	.	.	1901-67.
Mrs. Mirick, Miss Stewart, Miss Carpenter, Miss Whoriskey	.	.	.	.	.	1902-78.
Miss Ada H. Wellington	.	.	.	.	.	1902-78.

Mrs. Rogers, Miss Dickman 1903-38.
Miss Barbey, Miss Brown, Miss Stiles
and Miss Emma A. Taylor resigned
in 1903 after long and faithful ser-
vice.
Truant Law as Amended, 1889-38.
Truant Officers, 1874-5; 1877-8; 1878-7; 1892-44.
Ungraded Schools, 1875-21; 1878-41; 1879-17; 1883-7.
United States Flag, 1889-41.
Vacation Schools, 1886-23; 1887-28; 1897-68; 1900-49; 1899-73;
1901-71.
Vertical Writing, 1894-44.
What are Schools for? 1879-31.
Women as well as Men, 1892-192.

Respectfully submitted,

FRANCIS COGSWELL,

Superintendent of Public Schools.

IN SCHOOL COMMITTEE, February 18, 1904.

Ordered, That the report of the superintendent as read and outlined by him be accepted and adopted as the annual report of the school committee for 1903, and that the secretary be authorized to append the names of the members of the committee thereto.

SANFORD B. HUBBARD,
Secretary.

Members of the School Committee for 1903

JOHN H. H. McNAMEE, *Chairman ex officio.*

WARREN P. ADAMS.	WILLIAM TAGGARD PIPER.
GEORGE W. BICKNELL.	J. HENRY RUSSELL.
CAROLYN P. CHASE.	ARTHUR P. STONE.
PHILIP M. FITZSIMONS.	CHARLES H. THURSTON.
SETH N. GAGE.	ROBERT WALKER.
SHERMAN R. LANCASTER.	JAMES FRANK WENTWORTH.
MARY E. MITCHELL.	CHARLES H. WILLIAMS.
	CHARLES F. WYMAN.

MEMBERS OF THE SCHOOL COMMITTEE AND THE YEARS
DURING WHICH THEY SERVED, 1840-1904, (INCLUSIVE).

Abbott, Edward,—1868, 1869.
 Adams, Warren P.—1903, 1904.
 Agassiz, Alexander,—1871.
 Albee, Sumner,—1878, 1879, 1880.
 Albro, John A.,—1845, 1846, 1847, 1848,
 1849, 1855, 1856.
 Alger, Alpheus B.,—1891,* 1892.*
 Allen, Charles H.,—1852.
 Allen, Frank A.,—1877.*
 Allison, George A.,—1888, 1889, 1890,
 1891.
 Ammidon, Philip R.,—1870, 1871, 1872,
 1873, 1874, 1875, 1876.
 Anable, Courtland W.,—1865, 1866.
 Appleton, John,—1867, 1868.
 Apsey, William S.,—1871, 1873, 1874,
 1875, 1876.
 Atkinson, William P.,—1867.
 Austin, Daniel,—1846.
 Averill, Alexander M.,—1859.
 Badger, Henry C.,—1866.
 Ball, Joseph A.,—1889, 1890, 1891.
 Bancroft, William A.,—1893,* 1894,*
 1895,* 1896.*
 Barnes, Albert M.,—1882, 1883, 1884,
 1885, 1886, 1887, 1888, 1889, 1890, 1891.†
 Bicknell, George W.,—1897, 1898, 1899,
 1900, 1901, 1902, 1903, 1904.
 Bolles, Elizabeth Q.,—1895, 1896, 1897,
 1898, 1899.
 Bowen, Francis,—1850, 1851, 1853, 1854,
 1856, 1857, 1868, 1869.
 Bradford, Isaac,—1873,* 1874,* 1875,*
 1876.*
 Bradlee, Caleb D.,—1858, 1860.
 Briggs, George W.,—1870.
 Brine, George R.,—1876, 1877, 1878, 1879.
 Brooks, Elbridge G.,—1841, 1842, 1843.
 1844.
 Brown, Otis S.,—1879, 1880, 1881.
 Buckingham, Joseph T.,—1841, 1842,
 1843, 1844.
 Carruthers, William,—1863, 1864.
 Chamberlain, Frank C.,—1896, 1897,
 1898.
 Chamberlain, Henry M.,—1858.
 Champlin, Edgar R.,—1899,* 1900.*
 Chaplin, Winfield S.,—1890, 1891.
 Chase, Carolyn P.,—1892, 1893, 1894,
 1895, 1896, 1897, 1898, 1899, 1900,
 1901, 1902, 1903, 1904.
 Chase, Edwin B.,—1866, 1867, 1868, 1869.
 Child, Francis J.,—1863, 1864, 1865,
 1868.
 Church, Moses D.,—1884, 1885, 1886,
 1887, 1888.
 Clancy, William H.,—1892, 1893, 1894,
 1895, 1896, 1897.
 Clarke, Moses,—1848, 1849, 1850, 1851,
 1852, 1853, 1854, 1856, 1857, 1858,
 1859, 1862.
 Coburn, Ellen M.,—1896, 1897, 1898.
 Coburn, George A.,—1873, 1874, 1878,
 1879, 1880.
 Cogswell, Edward R.,—1869, 1870, 1871,
 1872, 1873, 1874, 1875, 1876, 1877,
 1878, 1879.
 Conlan, Felix,—1887, 1888, 1889.
 Conlan, John,—1882, 1883, 1884,
 Cooke, Edward,—1862, 1863.
 Coolidge, Austin J.,—1865, 1872.
 Corcoran, Michael,—1884.
 Cox, James,—1870, 1871.
 Cushing, George A.,—1845.
 Daly, Augustine J.,—1904.*
 Dickinson, David T.,—1901.*
 Dow, James A.,—1874, 1875, 1876.
 Doyle, William E.,—1884.
 Draper, Martin, Jr.,—1867, 1868.
 Edgerly, Caroline L.,—1889, 1890, 1891,
 1894, 1895, 1896, 1897, 1898, 1899,
 1900, 1901, 1902.
 Edwards, Abraham,—1854.*
 Ely, Robert E.,—1899, 1900.
 Emerton, Ephraim,—1886, 1887.
 Fairbairn, Carrie S.,—1899, 1900.
 Fairbanks, John W.,—1885, 1886, 1887.
 Felton, Cornelius C.,—1849, 1850, 1851,
 1852, 1853.
 Finnigan, Patrick J.,—1885, 1886, 1887,
 1888.
 Fiske, John,—1869.

Fitzsimons, Philip M.—1899, 1900, 1901, 1902, 1903.

Flint, Francis,—1883, 1884, 1885.

Fox, James A.—1881,* 1882,* 1883,* 1884.*

Foxcroft, Francis A.—1870, 1871.

Foxcroft, Frank,—1877, 1878.

Fuller, Robert O.—1891, 1892, 1893, 1894, 1895, 1896, 1897, 1898, 1899, 1900, 1901.

Gage, Seth N.—1898, 1899, 1900, 1901, 1903, 1904.

Gilmore Henry H.—1889,* 1890.*

Goodrich, Massena,—1851.

Goodwin, Ellen A.—1891, 1892, 1893, 1894, 1895.

Goodwin, Frank,—1881.

Goodwin, William W.—1867, 1868.

Greene, James D.—1840, 1843, 1846,* 1847,* 1853,* 1860,* 1861.*

Griffin, L. B.—1842.

Hale, Edwin B.—1874, 1875, 1876, 1877.

Hall, Franklin,—1859, 1860.

Hall, Edward H.—1885, 1886, 1887, 1888, 1889, 1890, 1891.

Hall, James H.—1867, 1876, 1877, 1878, 1879, 1880, 1881.

Hall, James, M. W.—1880.*

Hammond, John W.—1867, 1868, 1869, 1873.

Hanus, Paul H.—1902.

Harding, Hamlin R.—1868, 1869, 1870,* 1871.*

Harrington, Henry F.—1860, 1861.

Hart, Albert Bushnell,—1891, 1892, 1893, 1894, 1895, 1896.

Henshaw, William,—1843.

Herrick, William A.—1872.

Hildreth, John L.—1875, 1876, 1877, 1881, 1882, 1883, 1884, 1885, 1886, 1887, 1888, 1889, 1890.

Hinckley, Henry,—1872, 1873, 1874, 1875, 1876, 1877, 1878.

Holland, Frederick W.—1856, 1857.

Hooker, Anson,—1840, 1841, 1842.

Hooker, Anson P.—1861, 1871, 1872, 1873.

Hoppin, Nicholas,—1843, 1844.

Hosmer, Zelotes,—1850, 1851, 1852, 1853, 1854.

Houghton, Henry O.—1859, 1860, 1861, 1862, 1863, 1868, 1869, 1872.*

Howe, U. Tracy.—1861, 1862, 1863.

Hubbard, Sanford B.,(Secretary),—1888, 1889, 1890, 1891, 1892, 1893, 1894, 1895, 1896, 1897, 1898, 1899, 1900, 1901, 1902, 1903, 1904.

Hunt, Freeman,—1884, 1885, 1886, 1887.

Jacobs, Sarah S.—1880, 1881, 1882, 1883, 1884, 1885, 1886, 1887.

Johnson, George P.—1891, 1892, 1893, 1894, 1895, 1896, 1897, 1898.

Karr, William S.—1873, 1874, 1875.

Kelley, Amasa S.—1858, 1864.

Kelley, Joseph J.—1898, 1899.

Kendall, Phebe M.—1880, 1881, 1882, 1883, 1884, 1885, 1886, 1887, 1888, 1889, 1890, 1891, 1892, 1893, 1894.

Keith, Owen S.—1840.

Kern, Francis V. B.—1892.

Kingsley, Chester W.—1860.

Kronan, Edward J.—1904.

Ladd, John S.—1844, 1845, 1846, 1847, 1849.

Lancaster, Sherman R.—1901, 1902, 1903, 1904.

Lansing, Jenny H. S.—1897, 1898.

Leavitt, George R.—1871, 1872, 1873, 1874, 1875, 1876, 1877.

Leverett, William,—1844, 1845, 1846.

Lew, James A.—1904.

Livermore, George,—1847, 1848.

Livermore, George W.—1840, 1841.

Livermore, John,—1843, 1844, 1845, 1871.

Longfellow, Alice M.—1887, 1888, 1889, 1890.

Loomis, Grove H.—1868, 1869, 1870.

Malley, Edward B.—1881, 1882, 1883, 1884, 1885, 1886, 1891, 1892, 1893, 1894, 1895, 1896, 1897, 1898, 1899, 1900, 1901, 1902.

Mandell, William J.—1901, 1902.

Marsters, John M.—1859.

Mason, Sumner R.—1862, 1863, 1864, 1865, 1866, 1869, 1870, 1871.

McCurdy, C. L.—1855.

McDaniel, Samuel W.—1873,] [1874, 1875.

McDuffie, John,—1860, 1861.

McIntire, Charles J.—1870, 1871,] [1872.

McKelleget, Richard J.,—1888, 1889,
 1890.
 McKenzie, Alexander,—1869, 1870, 1871,
 1872, 1873, 1874, 1881.
 McNamee, John H. H.,—1902,* 1903.*
 McNeill, George E.,—1873, 1874, 1875.
 Mears, David O.,—1869.
 Mellen, W. R. G.,—1847, 1848.
 Merrill, James C.,—1858, 1859, 1860.
 Merrill, J. Warren,—1865,* 1866.*
 Metcalf, Charles R.,—1842, 1843.
 Mighill, Nathaniel,—1866, 1867.
 Miner, George H.,—1869, 1870, 1871,
 1872, 1873.
 Mitchell, Mary E.,—1893, 1894, 1895,
 1896, 1899, 1900, 1901, 1902, 1903,
 1904.
 Montague, Samuel L.,—1878,* 1879.*
 Morse, Asa P.,—1868, 1869, 1876, 1877,
 1878, 1879, 1880, 1881, 1882, 1883, 1884,
 1887, 1888, 1889, 1890, 1891, 1892.
 Morse, James R.,—1854, 1855, 1856, 1857
 1858, 1860, 1861, 1862, 1865, 1866,
 1867, 1868, 1869.
 Munroe, William A.,—1869, 1870, 1871,
 1872, 1873, 1877, 1878, 1879, 1892,
 1893, 1894, 1895, 1896.
 Murdock, John N.,—1866.
 Muzzey, Artemas B.,—1840, 1841, 1842,
 1850, 1851, 1853.
 Muzzey, Henry W.,—1864, 1865, 1866.
 Nagle, Garrett A.,—1884, 1885.
 Newell, William,—1844.
 Norris, Albert L.,—1874, 1875, 1876, 1877.
 Norton, Charles E.,—1855.
 O'Brien, John,—1875, 1876, 1877, 1878,
 1879, 1880, 1881, 1882.
 Orcutt, William H.,—1877, 1878, 1879,
 1880, 1881, 1882, 1883, 1885, 1886, 1887,
 1888, 1889.
 Page, William P.,—1856, 1857, 1858.
 Paine, James L.,—1887, 1888, 1889, 1890,
 1891, 1892.
 Parker, Joseph W.,—1840, 1841, 1842,
 1844, 1845, 1846, 1847, 1848, 1849, 1854,
 1855.
 Peabody, Andrew P.,—1870, 1871, 1872,
 1873, 1874, 1875, 1876, 1877, 1878, 1879,
 1880, 1881.
 Perkins, Frederick T.,—1850, 1851.
 Pervear, Hiram K.,—1863, 1864.
 Piper, William Taggard,—1891, 1892, †
 1893, † 1894, † 1895, † 1896, † 1897, †
 1898, † 1899, † 1900, † 1901, † 1902, †
 1903, † 1904.
 Powers, James F.,—1865, 1866.
 Parmenter, Ezra, 1867.*
 Rand, Benjamin,—1841.
 Raymond, Zebina L., 1855,* 1864.*
 Richardson, George C.,—1863.*
 Richardson, William Fox,—1877, 1878,
 1879, 1880, 1881, 1882.
 Ripley, Ezra,—1858.
 Russell, Charles Theodore,—1861,* 1862.*
 Russell, J. Henry.,—1901, 1902, 1903, 1904.
 Russell, William E.,—1885,* 1886,*
 1887,* 1888.*
 Sargent, John,—1856,* 1857,* 1858,*
 1859,*
 Saunders, Charles H.,—1868,* 1869.*
 Saunders, William A.,—1865.
 Sawyer, Jabez A.,—1861, 1862, 1863,
 1864, 1869, 1870, 1874, 1883.
 Sawyer, Samuel,—1858, 1859.
 Scudder, Horace E.,—1877, 1878, 1879,
 1880, 1881, 1882.
 Scully, Frank P.,—1883.
 Scully, Thomas,—1868, 1869.
 Skinner Charles A.,—1855, 1856, 1857,
 1858, 1859, 1863, 1864, 1865, 1866.
 Smith, Clement L.,—1882, 1883.
 Sortwell, Alvin H.,—1897,* 1898.*
 Start, William A.,—1872, 1873, 1879,
 1880, 1881, 1882, 1883, 1884, 1885, 1886,
 1887, 1888, 1889, 1890, 1891, 1892.
 Stearns, William A.,—1843, 1844, 1845,
 1846, 1847, 1848, 1849, 1854.
 Stevens, Edmund H.,—1876, 1877, 1878,
 1879, 1880, 1881.
 Stevens, George,—1851,* 1852.*
 Stewart, Anne Clark,—1890, 1891, 1892,
 1893, 1894, 1895, 1896.
 Stimpson, Herbert H.,—1868.
 Stone, Arthur P.,—1901, 1902, 1903,
 1904.
 Taylor, Frederic W.,—1892, 1893, 1894,
 1895, 1896, 1897, 1898, 1899, 1900.
 Taylor, John B.,—1852, 1853, 1854,
 1855, 1860, 1861, 1862, 1863, 1864,
 1865, 1866.

Taussig, Frank W.,—1893, 1894, 1896, 1897, 1898, 1899, 1900, 1901.

Thayer, Henry,—1858, 1859.

Thresher, James M.,—1869, 1870, 1871.

Thurston, Charles H.,—1900, 1901, 1902, 1903, 1904.

Tilton, Henry N.,—1882, 1883, 1884, 1885, 1886, 1887.

Torrey, Henry W.,—1859, 1860, 1861, 1862.

Turner, Obed C.,—1882.

Tweed, Benjamin F.,—1881, 1882, 1883, 1884, 1885, 1886.

Twining, Kingsley,—1869, 1870, 1871, 1872.

Tyler, Joseph H.,—1867, 1868, 1869, 1870.

Wadman, Theophilus G.,—1875, 1876.

Walcott, Henry P.,—1869, 1870, 1871, 1872, 1873.

Walker, Robert,—1901, 1902, 1903, 1904.

Walsh, Edmund,—1889, 1890, 1891.

Warren, Henry W.,—1866, 1867.

Wellington, William W.,—1846, 1847, 1848, 1849, 1850, 1851, 1852, 1853, 1855, 1856, 1857, 1859, 1860, 1861, 1862, 1863, 1864, 1865, and as Secretary from 1865 to 1887, 22 years.

Wentworth, James Frank,—1903, 1904,

White, Alphonzo E.,—1888, 1889, 1890, 1893, 1894, 1895, 1896, 1897.

Wilkinson, Nathan,—1852, 1853.

Willard, Sidney,—1848,* 1849,* 1850.*

Williams, Charles H.,—1903, 1904.

Willis, Lemuel,—1843, 1844, 1845.

Williston, Lyman R.,—1869, 1870.

Wilson, John,—1878, 1879, 1880.

Wyman Charles F.,—1891, 1892, 1893, 1894, 1895, 1896, 1897, 1898, 1899, 1900, 1901, 1902, 1903.

Wyman, Morrill,—1840, 1868, 1869.

Hale, Edwin B.; Superintendent of Schools,—1868, 1869, 1870, 1871, 1872, 1873.

Cogswell, Francis; Superintendent of Schools since September, 1874.

Mirick, Leila A.; Supervisor of Primary Schools,—1892, 1893, 1894.

Lewis, Mary A.; Supervisor of Primary Schools and Kindergartens, since March, 1895.

* Mayor, chairman, *ex officio*.

† Presiding officer. Office created in 1891.

SELECTIONS FROM THE RECORDS OF THE MEETINGS OF THE SCHOOL COMMITTEE.

JANUARY 9, 1903.

Organization of the Board. Persons elected for three years:—At large, Warren P. Adams; Ward Three, James Frank Wentworth; Ward Four, Charles H. Williams; Ward Six, Mary E. Mitchell; Ward Eleven, Seth N. Gage. Persons elected for one year:—Ward Five, J. Henry Russell. William Taggard Piper was elected president of the Board; Sanford B. Hubbard, secretary; and William E. McAnaul, page.

Communication from Superintendent of Schools, Malden. An invitation from George E. Gay, superintendent of schools of Malden, to the members of the Board to visit an exhibition of Aids to Instruction in Geography at the Malden high school hall, Jan. 22, 23 and 24, afternoons and evenings, was received and placed on file.

Communication from His Honor the Mayor. His Honor the Mayor read to the Board a communication containing criticisms and suggestions in regard to the management of the schools, especially of the Latin and English high schools, and of the evening schools, and at its close, resigned the chair to the president of the Board.

Voted, that His Honor be requested to furnish a copy of this communication to the Board, and that the part in regard to the high schools be referred to the committee on high schools, and that the part in regard to the evening schools be referred to the committee on evening schools.

This communication was printed in full in the records of the meeting of the school committee of February 19, 1903.

Physical Training in the High Schools. The report of the committee on high schools, recommending the introduction of physical training into the Latin and English high schools, was laid on the table.

Closing the Dunster School. The proposition to close the Dunster school was taken up and the following order was offered:—That the Dunster school shall be abandoned as unfit for school use and that the pupils be transferred to the Peabody school. After discussion, the matter was referred to the committee on schoolhouses with the request that they report at the next meeting of the Board.

At the meeting of the Board in February the following was adopted:—The committee on schoolhouses to which was referred the above order, reports that they are unanimously of the opinion that the Dunster school is not a menace to health and that with slight repairs it can be put in condition to be used for many years.

FEBRUARY 19, 1903.

Appointment of Head Janitor. Communication from His Honor the Mayor. The following was received and placed on file:—

OFFICE OF THE MAYOR,
CAMBRIDGE, JANUARY 14, 1903.

To THE SCHOOL COMMITTEE,

GENTLEMEN,— For your information, I desire to notify you that I have this day appointed John Roach, now janitor of the Peabody schoolhouse, to be head janitor. This appointment is made in accordance with a vote of the school committee passed at its meeting of December 18, 1902.

Respectfully,

(Signed)

JOHN H. H. MCNAMEE,
Mayor.

Resignation of Ada H. Wellington. The resignation of Ada H. Wellington as master's assistant in the Harvard school, to take effect March 1, 1903, at the end of forty-four years of service as teacher in that school, was accepted. Miss Wellington was appointed a teacher in the Harvard school March 1, 1859.

Massachusetts Total Abstinence Society. The following recommendation was adopted:—The committee on rules reports, recommending that the communication of the Massachusetts Total Abstinence Society be referred to the superintendent of schools with authority to make such arrangements as in his judgment seems best, provided, however, that no pledges be requested and no pledge cards be left with the pupils.

Report of the Committee on Evening Schools. The following was adopted:—In answer to the communication from the Mayor in regard to the teachers of the day schools teaching in the evening schools, the committee on evening schools reports that the matter has been for a year and is at the present under advisement, but it is not prepared to make any report at this time.

Report of the Committee on High Schools. The majority and minority reports of the committee on high schools were laid on the table. These reports were printed in full in the report of the meeting of the school committee of February 19, 1903. At the meeting of the committee March 19, the majority report was adopted.

Stone Tablet on the Washington Schoolhouse. The following was adopted:—Ordered, that His Honor the Mayor, be requested to have the stone tablet now on the Washington schoolhouse on Brattle street reserved when the building shall be disposed of.

Money Received from Sale of Schoolhouses. The following was adopted:—Ordered, that the city council be informed that in the opinion of this Board all money received from the sale of schoolhouses and lots should be reserved for the care and repair of schoolhouses and the erection of new school buildings.

New Schoolhouse in Ward Seven. The following was adopted:—Ordered, that the city council be informed that there is immediate necessity for a new brick schoolhouse of fourteen rooms and a hall in that part of Cambridge formerly Ward Four, and that it be requested to arrange for the erection of such a building on the land reserved for the purpose near Western avenue.

Lot on Centre Street to be Reserved. The following was adopted:—Ordered, that the city council be requested to reserve the lot on Centre street now occupied by the Dana schoolhouse, for a brick schoolhouse to be erected in the near future.

Provision for Curbstones and Brick Sidewalks. The following recommendation of the committee on schoolhouses was adopted:—Ordered, that the city council be requested in making appropriations for new schoolhouses hereafter, always to include provision for curbstones and brick sidewalks, unless they have been laid already.

Petition for a Kindergarten in the Morse School District. The following petition, signed by Charles E. Wentworth and forty-six others, was referred to the committee on kindergartens and the committee on schoolhouses, acting jointly:—

TO THE HONORABLE, THE SCHOOL COMMITTEE OF
THE CITY OF CAMBRIDGE:—

We, the undersigned citizens of Cambridge and parents of children between the ages of three and five years, and residents of that part of Cambridge in which the children attend the Morse and Willard schools, do most respectfully pray that your committee do consider at the earliest opportunity the advisability of establishing a kindergarten in the Morse school district, and if the necessary room cannot be had at the Morse schoolhouse that you consider the obtaining of suitable rooms outside, but as near as possible to this school, and take such steps as may be necessary to provide for the procuring of the same.

We also ask that a hearing be granted on the petition at the earliest possible date.

MARCH 19, 1903.

Petition for a Kindergarten near the Morse Schoolhouse not Granted. The following was adopted:—The committee on schoolhouses and that on kindergartens acting jointly, to which the petition of Charles E. Wentworth and others was referred February 19, report that in view of

the fact that the Willard kindergarten has been opened for an afternoon session and that many of the children represented by the petitioners can be taken care of in this way, the committees recommend that no action be taken at this time looking toward opening a kindergarten in the Morse district.

Equipment of the Machine Shop at the Rindge Manual Training School. The following was adopted:—The committee on high schools reports that the equipment of the machine shop in the Rindge manual training school is not adequate to the increase in the number of pupils; it is therefore recommended that a sum not exceeding \$2,000 may be expended in the purchase of additional lathes and machinery.

Revision of the Course of Study. The following was laid on the table by a rising vote of nine to three:—Ordered, that the school board, acting as a committee of the whole, shall revise the course of study for the primary, grammar, and high schools, with the purpose of better fitting it to the needs of the great majority of the pupils who cannot have the advantages of a college education.

APRIL 16, 1903.

Pupils to Enter the Kindergartens in September only. The following was adopted:—Children between three and a half and five years of age may be admitted to the kindergarten nearest their home by applying to the principal during the month of September only, except by permission of the superintendent. They may remain one year, or for a longer time if less than five years of age.

National Educational Association. The following was adopted:—Whereas, the National Educational Association is to hold its annual meeting in Boston during the week beginning July 6: Ordered, that a committee of this Board, of which the president shall be the chairman, be appointed to represent the Board and to render any service that may be helpful to the officers of the association in carrying out their plans for the meeting and that the superintendent be requested to act with this committee.

The president appointed as members of this committee, Mr. Russell, Mrs. Chase, and Mr. Walker.

MAY 21, 1903.

Tuition of Pupils. The following was adopted:—The committee on finance recommends that the superintendent shall have authority to permit pupils whose parents have removed from Cambridge during the spring term, to attend the Cambridge schools during the remainder of the current school year without payment of tuition.

Revision of the Course of Study. The order relating to the course of study, which was laid on the table March 19, was taken up, amended to read as follows and adopted: Ordered, that a committee of five be appointed by the chairman to consider the expediency of revising the course of study for the primary, grammar, and high schools with the purpose of better fitting it to the needs of the great majority of the pupils who cannot have the advantages of a college education.

The committee was constituted as follows:—Mr. Thurston, Mrs. Chase, Mr. Bicknell, Mr. Williams, and Mr. Adams.

Letter from President Eliot. A letter was received from President Eliot thanking the Board for their offer of assistance in the entertainment of the National Educational Association.

Petition for a Forenoon Kindergarten in the Vicinity of the Morse Schoolhouse. A petition, asking that a kindergarten holding its sessions in the forenoon, be established at the opening of the school year in September in the vicinity of the Morse schoolhouse, signed by Mrs. G. Fraser and eleven others, was referred to the committee on kindergartens.

JUNE 18, 1903.

Petition to Name one of the New Schoolhouses. The following petition, signed by Jeremiah F. Downey and five hundred fifty-six other persons, was submitted by His Honor the Mayor and referred to a special committee constituted as follows: His Honor Mayor McNamee, the president of the Board, Mr. Piper, and Messrs. Walker, Wentworth, and Stone:—

CAMBRIDGE, MASS., May 18, 1903.

To His Honor THE MAYOR, AND THE SCHOOL COMMITTEE
OF THE CITY OF CAMBRIDGE:—

We, the undersigned, former pupils of the Thorndike grammar school, believing that the fifty years of faithful service which Mr. Ruel H. Fletcher has rendered the school system of Cambridge should be commemorated in some fitting manner, do hereby petition your honorable body to name one of the school buildings now in process of construction after our beloved principal.

Dana School Lot. The following was adopted:—The committee on schoolhouses recommends that a communication be sent to His Honor the Mayor and the city council, that it is the opinion of the school committee that the Dana school lot on Centre street should be held by the city for school purposes; but if it is sold, that the proceeds should be expended for repairs and improvements of existing school buildings.

JULY 2, 1903.

Petition for a Change of Hours at the Agassiz School. The following petition, signed by Mrs. H. L. Warren and twenty others, was referred to the committee on schoolhouses:—

TO THE SCHOOL COMMITTEE OF CAMBRIDGE:—

LADIES AND GENTLEMEN,—The undersigned mothers of children attending the Agassiz school respectfully and urgently petition your Board to change the hours at the Agassiz school so that there may be one session instead of two. Our reasons for asking this are:—

First, that in our opinion by the present arrangement the children do not get sufficient out-door play;

Second, that for children who live at a distance it is very inconvenient to have to go to school twice a day;

Third, that the younger children are too tired, towards the end of the afternoon to concentrate their minds upon school work, so that the second session is comparatively unprofitable;

Fourth, that the afternoons are often so dark that it is impossible for the children to use their eyes the latter part of the time.

Additional Appropriation Requested. The following was adopted:— Ordered, that a communication be sent to the city council requesting that an additional appropriation of Two Thousand Dollars (\$2,000) be made from the money received from the tuition of pupils in the schools for the purchase of text-books and supplies, it having been necessary to expend that amount for additional equipment for the Rindge manual training school in order to accommodate the increase in the number of pupils in that school.

Petition to Name the Willow Street School. The following petition was referred to the special committee consisting of His Honor Mayor McNamee, the president of the Board, Mr. Piper, and Messrs. Walker, Wentworth, and Stone, appointed at the meeting of June 18, to consider a petition of like import:—

CAMBRIDGE, June, 1903.

The undersigned residents and taxpayers of Cambridge, in the neighborhood of the new schoolhouse on Willow street, respectfully represent that in naming this school building consideration should be paid to the wishes of the inhabitants of this section, and as the undersigned believe that a citizen of Cambridge who has been well and favorably known by his kindly deeds and good services in the community should be honored in the choice of a name, they therefore respectfully pray that the new

school now in the course of erection on Willow street may be known as the "Joseph J. Kelley School," in grateful memory of a citizen of Cambridge who won the respect of all classes by an unselfish life and devotion to others.

Signed by James J. Malley and sixty-seven others.

SEPTEMBER 17, 1903.

Report of the Committee on Schoolhouses. The following was accepted and placed on file:— The committee on schoolhouses respectfully reports that they are gratified to learn that so much has been done in the way of improvements and repairs on many of the schoolhouses, as was recommended at the close of the school year. They feel bound, however, to call the attention of the Mayor to the condition of the Rindge manual training school building and that of the Dunster, and to the pressing necessity that they be repaired as soon as possible.

Grounds of some of the School Buildings well Cared for. The following was accepted and placed on file:— The committee on schoolhouses wish to express their pleasure that the grounds around many of the school buildings have been well cared for by the janitors during the summer, and would mention especially the Agassiz, Peabody, Taylor, and Webster.

OCTOBER 15, 1903.

Money Appropriated for Plans for a New Schoolhouse. A communication from the city clerk, being a copy of an order adopted by the city council appropriating \$500 for the purpose of obtaining plans for a schoolhouse to be built on the Mill Pond lands, was received and placed on file.

Change of Hours at the Agassiz School not Expedient. The committee on schoolhouses respectfully reports that, at a meeting of the committee held October 5, a hearing was given the petitioners and those interested in a change in the hours of the sessions at the Agassiz school. After listening to the arguments presented, the committee deem it inexpedient to have one continuous session at the Agassiz school as petitioned for.

This change would cause many complications in the other schools and it is thought best not to change the time of the sessions throughout the city.

It is therefore recommended that the petitioners have leave to withdraw.

NOVEMBER 19, 1903.

Two New Schoolhouses Named. The report of the special committee appointed to consider the petition of June 18, and that of July 2, was

adopted as follows:— Voted, that the new schoolhouse on Willow street be named the “Kelley School” in honor of the late Joseph J. Kelley of this city.

Voted, that the new schoolhouse in course of construction on Elm street be named the “Fletcher School” in honor of Ruel H. Fletcher, a principal in the public schools of this city.

DECEMBER 17, 1903.

A Communication from His Honor the Mayor. A communication from His Honor the Mayor inclosing the following, was received and placed on file:—

Ruel H. Fletcher desires to thank His Honor the Mayor and the school committee for naming the Elm street schoolhouse the Fletcher school. He is deeply touched by this kindly act and is much gratified with the implied assurance that his long service in the Thorndike school is appreciated and that he is deemed worthy of the honor bestowed upon him.

Shaw Kindergarten to Retain its Name. The following was adopted:— Whereas, for the past fourteen years Mrs. Quincy A. Shaw has provided accommodations for a kindergarten free of cost to the city: Ordered, that the thanks of the school committee be tendered to Mrs. Shaw for this generous act which shows her abiding interest in the kindergartens which she established and maintained at her own expense for many years. Also, ordered, that this kindergarten transferred from the rooms of Mrs. Shaw to the Kelley school be called, as heretofore, the “Shaw Kindergarten.”

Superintendent to Prepare the School Report. Ordered, that the superintendent of schools be requested to prepare and present to the Board for its consideration the annual school report; and that he be authorized to select and print in that report such portions of the reports now read as may in his judgment be of public interest. Also to make selections from any further reports of committees that may be made later.

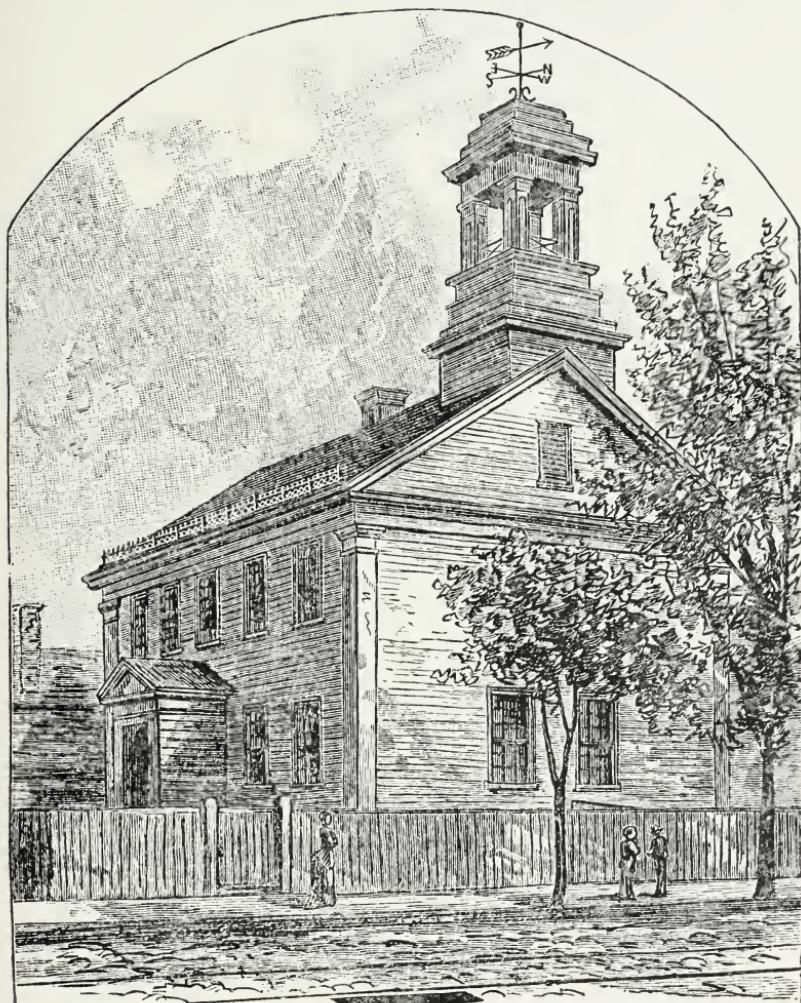
Vote of Thanks to the President. The following was adopted by a unanimous rising vote:— Voted, that the thanks of this Board be hereby tendered to the president of the Board, William Taggard Piper, for the marked ability and courtesy manifested by him during the past year in the performance of the duties of his office in connection with this Board.

DECEMBER 30, 1903.

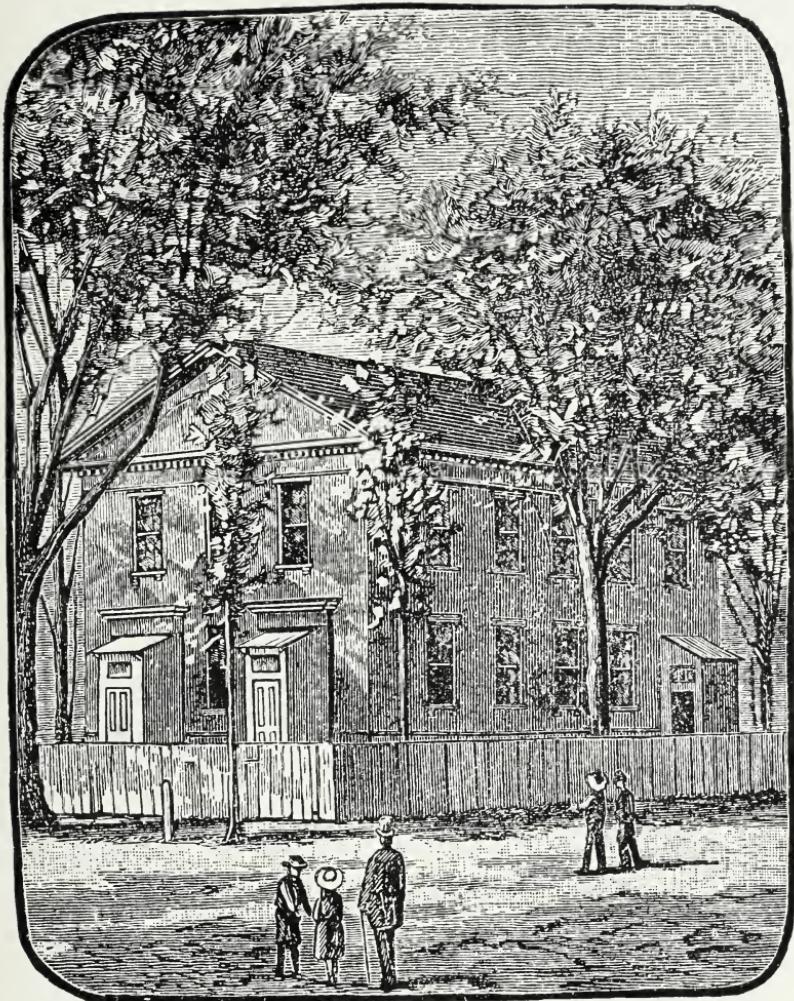
Change of Rules. The special order of business was the consideration of the draft of the rules submitted by the committee on rules at the meeting of December 17.

The rules as submitted and amended excepting sections 14, 15, 33, and 34, which were referred to the committee on rules, were unanimously adopted by a rising vote.

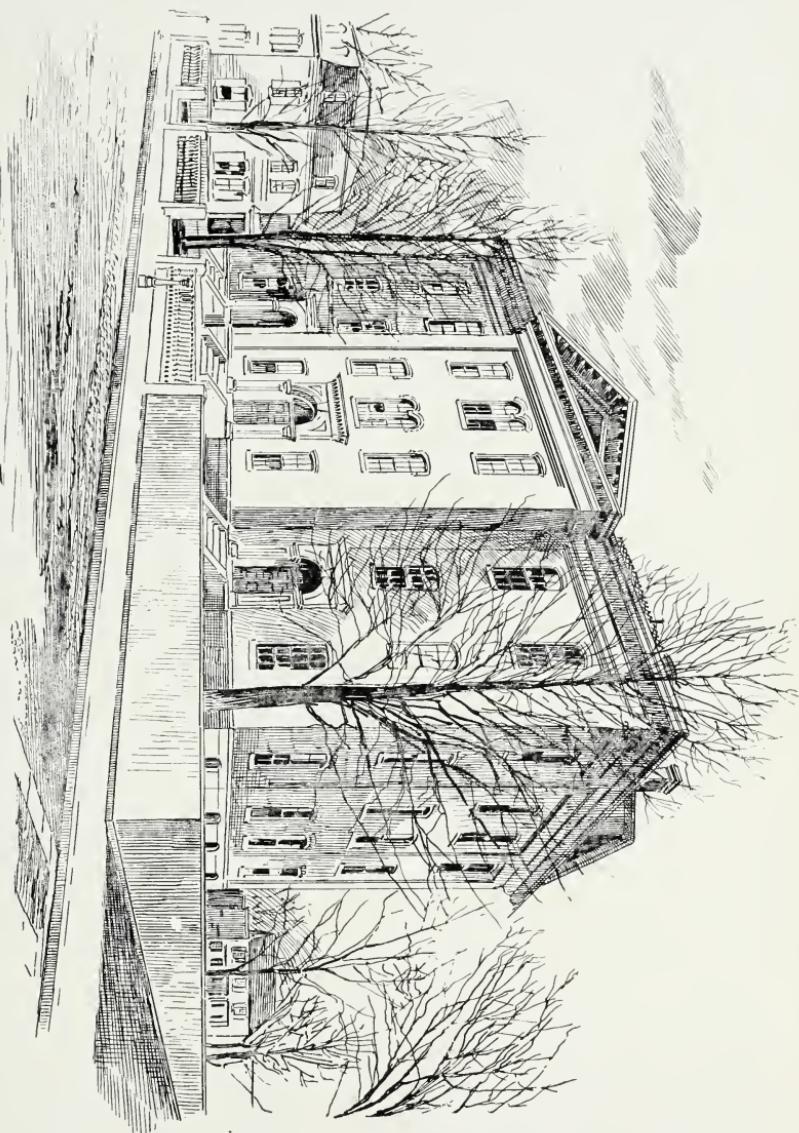
School Board of 1903 to Adjourn. Ordered, that the school board of 1903 adjourn until it shall be convened by the secretary in accordance with the rules.



First High School Building, Cambridge
1838—1844



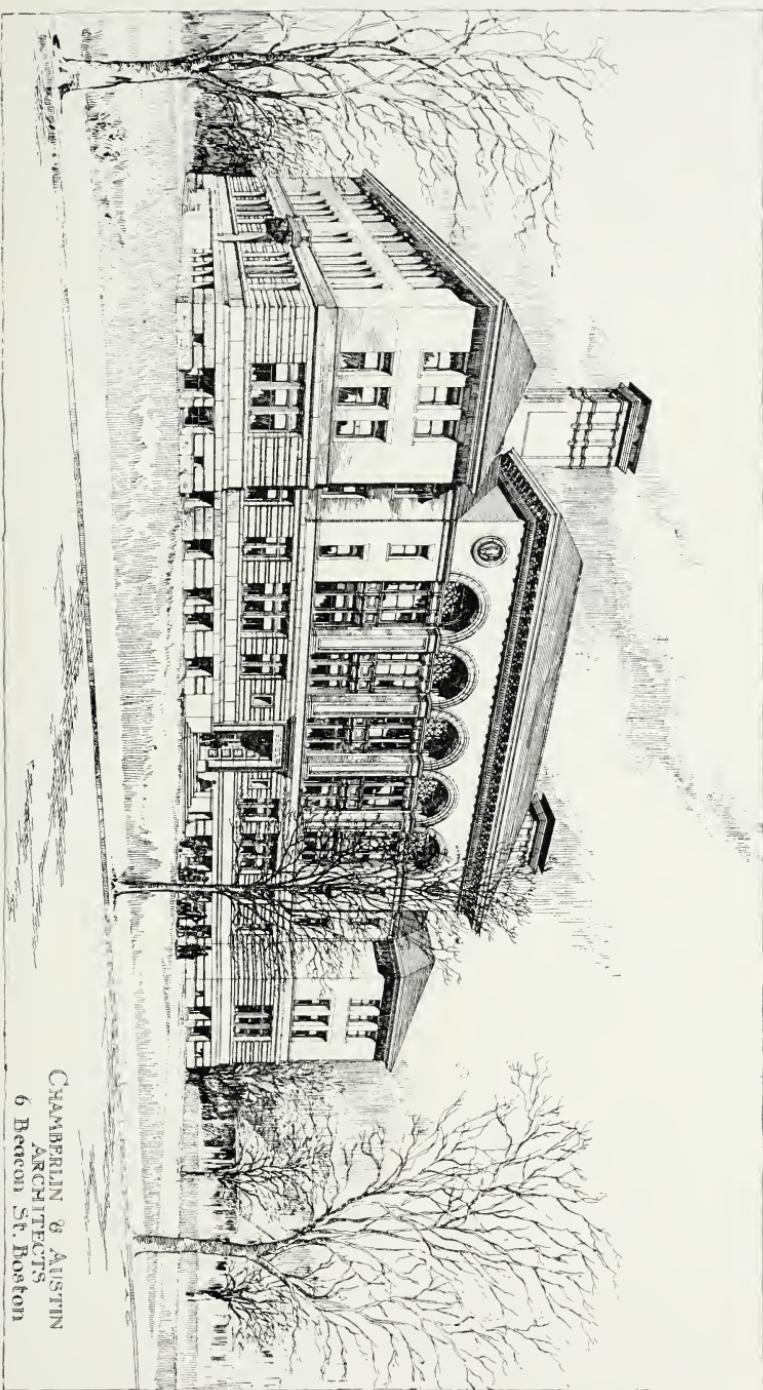
Second High School Building, Cambridge
1848 — 1864



Third High School Building, Cambridge

1864—1892

Used for the Latin School, 1892—1899



English High School Building, Cambridge
1892

CHAMBERLIN & AUSTIN
ARCHITECTS
6 Beacon St. Boston

HOTWELL, RICHARDSON & DOWDIE,
ARCHITECTS, BOSTON.

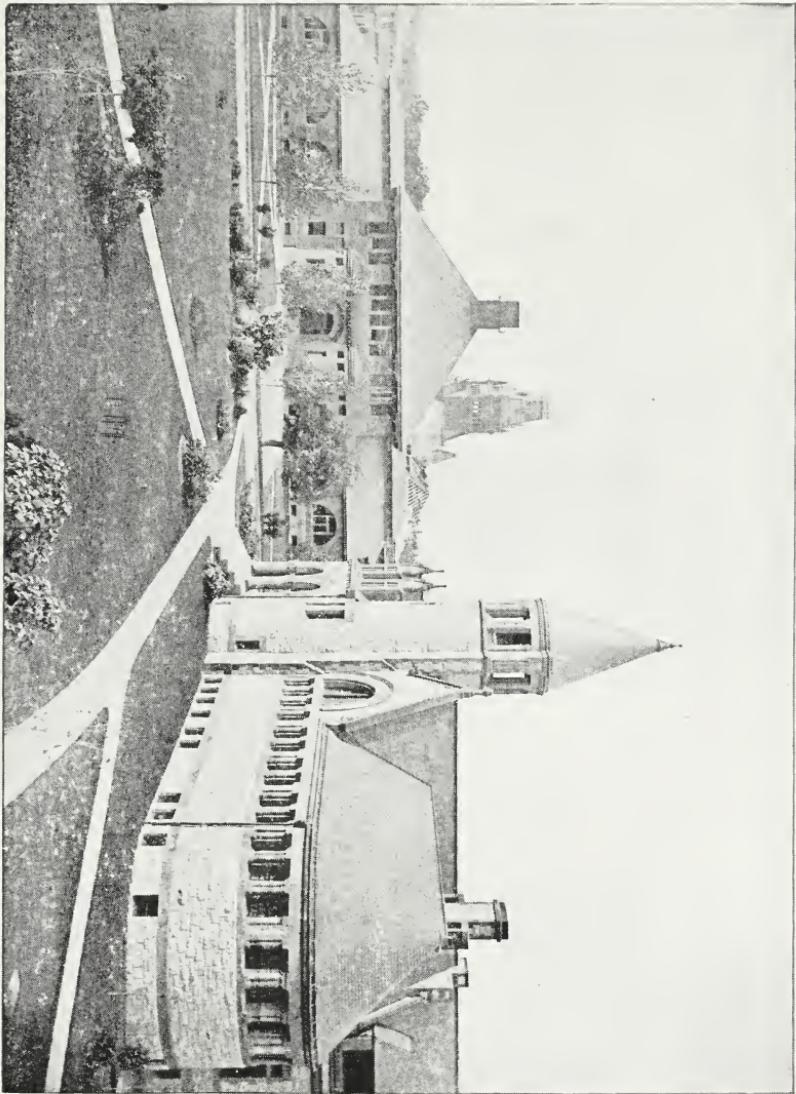


Latin School Building, Cambridge

1899

Ridge Manual Training School

Cambridge Public Library



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Annual report of the School Committee an



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